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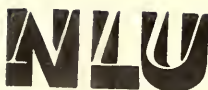
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KINDERGARTEN MAGAZINE



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AMALIE HOFER, Editor.

Vol. XII--September, 1899--June, 1900

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YOUR FRIEND AND MINE

KINDERGARTEN MAGAZINE

Vol. XII.—SEPTEMBER, 1899.—No. 1.

NEW SERIES.

THE FIRST SUMMER SCHOOL FOR PARENTS, HELD IN CHAUTAUQUA, N. Y.

[Special report for the KINDERGARTEN MAGAZINE.]

FOR many years it has been the hope of the kindergartners interested in the Chautauqua work, which centers about Kellogg Hall, to have a regular parents' department, conducted by and under the pedagogical department of this great summer resort for parents with young children. The summer of 1899 witnessed the first regularly equipped course of study for parents conducted as a regular business venture.

While for many years mothers' meetings have been held in connection with the kindergarten department of the assembly, a "School for Parents," with registration fee for admission, was a new and experimental movement. It surely is a significant fact, and proof of sustained interest, when more than fifty parents and teachers, in the midst of many counter attractions, meet three hours daily to discuss such problems as "Children and Money," "Girls' Societies," "Children's Friends," "The Grooves of Life," "Punishment," "Suggestion and Education," and many others related directly to the child and home.

The purposes of the school were defined as follows by the director, Dr. Luther Gulick:

The object of this parents' summer school now being started is, then, primarily, to get fathers and mothers to apply to the supreme problems of life these methods that have redeemed science, that have redeemed trade, that are remaking all the thinking world. It is to get fathers and mothers together, to take up definite topics year after year and go to the bottom of those topics, exhausting all their own knowledge of the world's literature on their special topic, appealing to experience to the fullest extent, and in so far as possible adding a bit to the knowledge

that shall make home better. I do not stand in relation to this school to solve the questions of fathers or mothers; I stand to represent a method; the appeal to fact, the appeal to the inductive method of science, to bring to the service of the home this method, the method of science. I shall raise more questions than I shall be able to settle, but I do expect to successfully apply to the home a method that has been effective in other lines. It is not *ex cathedra* wisdom that is to be dealt out. It is conference and coöperation. It is to bring to the service and the advancement of the home the best fruits of modern science, first in method, then in physiology and psychology and sociology, and in theology.

While fathers were in the minority, yet enough were present during the course to represent Chicago, New York, Philadelphia, and a few other smaller places. Dr. Luther Gulick, of Springfield, Mass., was in charge of the work and conducted most of the discussions. Of the quality of his work, his power as a leader, his practical methods, can more be said than this, that both interest and numbers increased to the last of the course?

At the opening session of Monday morning, wishing to establish that personal relation between himself and the audience that comes thru mutual participation, or perhaps as a physician wishing to feel the pulse of his audience, after briefly explaining the nature of the work to be taken up during the course, Dr. Gulick asked all present to write, without signature, their special problems as related to the home or family life.

The following (some of which were more or less touched upon in the various discussions of the school), taken in part from the answers given, will conclusively show that human nature is about the same east, west, north, or south, and that whatever the social strata the domestic problem is the universal problem:

"My greatest trouble is how to deal with a child who is very self-willed and at the same time nervous and emotional."

"How to control my child's temper."

"How to give an only child the benefit of social life."

"How to prepare an only child for association with other children."

"How to keep a child's mind pure and free from all desire to read or hear anything coarse or impure."

"How to deal with the subject of children's secrets, and yet, of course, not invade that which is most sacred to all personality."

"How to teach the child to love to stay at home instead of seeking outside interests, amusements, and friends."

"How early shall the child go to church? Shall he form the

habit of church-going? At what age? Will not the formation of the habit interfere with true emotional life, that is, the true emotional life particularly when the child can understand nothing of the sermon?"

"My boy, aged seven, likes the plagues of Egypt and stories of slaughter read from the Bible unexpurgated. He likes all the Bible stories; those in the New Testament best of all. Will the roughness of the old stories blunt his sensibilities? He is much interested in the early chapters of Robinson Crusoe. Should the later chapters be deferred relating to this same topic?"

"There are three boys in this home. The greatest problem with the mother is 'how to teach the children to be kind to each other.' Each boy is supremely happy if he can get just one ahead of his brother in every daily incident."

"I have tried the weekly allowance system but have not been successful. The youngest will say, 'You gave W. twenty-five cents and I have only ten;' the older one will say, 'I must buy such and such things and my money is gone.'"

"Isn't it surprising that, surrounded with books, the oldest one does not read by himself? He stands well in school, especially in arithmetic, but does not enjoy sitting down to read any story. The eight-year-old has read many books. Should the oldest one be compelled to read an hour a day?"

"To me the greatest problem has been to counteract the bad influences with which children come in contact outside of the home. I have found it impossible to prevent the association in school with those who I know have an evil influence."

"Among the most difficult problems"—and I presume many of us, if not all of us, would say the same—"among the most difficult problems that I have met are those of keeping in right relations to my wife, my daily work in the home, and my work outside."

"To so systematize household duties that time may be had for self-improvement."

"To keep sweet under the pressure of petty irritations; for instance, under incessant fault-finding."

"To gain the entire confidence of my girls, aged from eight to eleven."

"To impress upon a boy the importance of strict honesty."

"My chief trouble is raised by the fact that my husband is not sympathetic in the training of our child. He thinks that if a child is well born the environment makes no difference."

"How can a harmonious relationship be established between dispositions that are antagonistic?"

"How can financial questions between husband and wife be most satisfactorily settled in regard to the amount of money the wife should have in her own private use outside of home expenses?"

"Is it inquisitive to wish to know all of her husband's affairs, or should she not know some?"

Thruout the entire course the child in his many relations was the central topic for study. Very special emphasis was placed upon his play life and social relations. In short, "The play-life of the child, as indicating the entire trend of his future development," served as text for many earnest and important discussions. In addition to Dr. Gulick's forceful talks on this topic, Mrs. Mary Boomer Page gave a most helpful, practical address on "Plays and Games as Related to the Home." It will be a long time before her earnest, inspiring words will be forgotten.

As Miss Emilie Poulsson told us one day, "How Play Educates the Baby," and on other days talked about "Play to Earnest," "Early Virtues," "From Nursery to Kindergarten," with an occasional illustration from the Finger Plays so widely known and loved, we who listened almost felt as if a madonna had breathed and smiled upon us.

When Miss Schryver appeared, with a wave of her magic wand everybody was suddenly transformed into children and taken for a walk and talk with nature, and shown how to bring this ever near and dear friend into the homes and lives of those who are "sure enough" children. After the walk an hour spent in her laboratory was most inspiring and suggestive.

It would be impossible to mention in detail the many papers and discussions given during this two weeks' course of study.

The attendance of Mrs. Gulick was as constant as her husband's. Her paper on "Children and Money," based on data gathered from actual experiences, was exceedingly practical and suggestive.

Owing to unforeseen circumstances substitutes were necessary to fill the time assigned to Miss Frances Newton. One of these was Mr. Philip Howard of the *Sunday-School Times*, Philadelphia, who as father of an eighteen-months-old boy discussed some of the problems with insight and feeling. His impromptu talk and the discussion that followed showed the interest this topic has for all Sunday-school workers.

Mrs. Liviter's topic on the printed program was changed for "The Bible in the Home." So widespread was the interest created by this paper, and the demand for it so great, that the writer

has consented to have it printed later in leaflet form, and for a nominal sum placed on the market for general distribution.

A fitting climax to the whole work were the final addresses by Miss Harriet Brown on "Music in the Home," and Dr. Hervey on "Children's Literature." One entire session was given to these two topics, which stimulated much profitable discussion and many practical suggestions. As one result of this "School for Parents" some of the members have already signified their intention to take up during the year some special original work under the direction of Dr. Gulick, and if opportunity permit report on the same next summer.

In the following extract from Dr. Gulick's opening address, given at the Hall of Philosophy, one may learn something of his methods for original investigation.

... The great joys of life—if I had the tongue of an orator I could picture them—the great joys of life are related to the home, to love between man and woman, between parents and children, between children and uncles and aunts, and uncles and aunts and children. But why should we study homes. For countless generations they have existed; they have been happy homes; they have been successful homes. Why, then, must we bring in this artificial study of the home, this focusing of conscious attention on processes that seem as if they ought perhaps to be left to the guidance of our feelings merely? Shall we not, by attempting to bring in the direction of scientific study, do poorer things, do worse things, than if we trusted to those instincts, those feelings that are planted in all of us? This is not a superficial question. Can children be brought up better by conscious study than by trusting to the maternal instinct unguided? That is not a question to be answered lightly either by yes or no, and the burden of proof is to be on the side of science. Who shall endeavor to say that the maternal instinct needs guidance, when for so many generations it has been unguided?—and surely it has done pretty well, judging at least by this audience. To say that this maternal instinct needs guidance is to say that it is insufficient to meet what it always has met in the history of the universe. Are new conditions being presented to us for which the unguided maternal instinct is insufficient? That should be our first question. Let us answer it indirectly. Consciousness is an increasing quantity in individual as well as in racial life. There are a great many things that go on in our bodies of which we are unconscious, fortunately unconscious. The circulation of blood, respiration, the secretion of all the digestive juices of the body, the play of the nervous currents that form the background of control of all the muscular fibers of the body, are below our consciousness; they

are still done by us, in a large sense, but they are not done of our conscious selves. There is less specialization in the home than in these other lines of activity. There is accordingly less advance in our home life than in science or industry; there is more advance in other lines of activity than there is in this line which we love most of all, in these relations that make to us life most worth living. Not only is there less advance, but the difficulties of home life thicken. Within one hundred years the population in the United States has changed from three per cent urban to from thirty to eighty per cent urban in the different states. The fact of so many individuals living closely together brought to us new problems, but has not brought about new measures to meet these new problems. We are building up our cities without reference to home life.

I have asked a number of women who were acquainted both with business and with home life if they thought a factory run on the same principles as those that govern the ordinary kitchen would succeed, with as little attention to convenience, to the utilization of waste, etc., and they all answered me in the negative. But is it not possible to construct a kitchen as carefully as one constructs a modern photograph gallery, where the law of convenience is imperative and where every waste product, that has anything of value in it, is utilized in some especial way.

I have asked a good many women whether they supposed that anybody had put the same kind of study on the construction and management of a kitchen that men have put, that men must put on a factory to secure its success, and which men have put upon every other branch of productive labor. Everyone has again said "no." I have hunted for books that have discussed the kitchen from the same standpoint as many books discuss the factory, and I find none. Is the kitchen less important than the factory, or is there less money expended in the kitchen than is made in the factory? Is the kitchen a less factor in this age than is the factory? I think not. More is in the hands of women who expend the money of the household in regard to the kitchen than there is money in relation to the factory, if one views it purely from an economical standpoint. Is it not, therefore, the duty of every woman to know about the kitchen before she gets married?

And then, I have not yet approached the threshold of the most important and the most difficult topic, the care of children. A person must become at least fifty years old, and be a president, G. Stanley Hall at that, in order to understand much about children. Surely, then, no person ought to be a mother who has not at least given especial thought to the study of children. The times are changing, the conditions of civilization are such that it is hardly possible to simply go on and trust to Providence and to the influence of one's neighbors' children in order to have one's own children well trained. In addition one needs the best

ideas of modern science. And the children persistently grow; they are older every year, and we who are fathers and mothers wish to keep in touch with them. To do this we must exert our selves, for in their development they have the help of the schools and the high schools with their superb modern equipment. We must keep interested in the things which interest them, and, no doubt, you know as I know, the hopeless despair of some mothers who find their boys growing away from them because their interests are coming in connection with influences which they themselves never knew and never had the chance of knowing. For this reason every person who is a mother ought to broaden her horizon and widen her interests that the tie which holds the family together may grow stronger.

A group of women last year in Springfield, Mass. (they were all members of a mothers' club), decided to try and see what they could do toward coöperative specialization. Each took one topic, a practical topic; for instance, one took "The Punishment of Children." She attempted to apply to this study of the punishment of children the same kind of study that any psychologist would give to the study of the punishment of children plus the insight of the mother. Here she had inside ground. What is the first thing that any scientist would do? Collect a large number of facts; and so she did. At first hand she secured all the records that she could of persons who were punished when they were children. The members of the club wrote down all the details they could about how they were punished when they were children, who punished them, what for, in what way they were punished, what the immediate effect was as they then thought, what the ultimate effect as they now think; she then put together all these facts and made an inductive study of them. This was altogether different from some noted person getting up and saying how wicked it is to punish children; how it dwarfs their poor little intellects; how their nervous systems shrink under the smart of corporal punishment. The result of the study was that certain conclusions became clear. The other mothers in the club took other subjects. Not all were related to child study. One of the mothers is now working upon the comparative expenditure of money in different departments of the household. The aim is to have each woman's topic each year related to the topic of the preceding year, so that she shall become a specialist besides being the all-around queen in the home.

The plan in substance, then, is as follows: To get men and women, especially women, to form groups for the study of the problems of the home. For each woman to specialize upon a single topic and, so far as is possible, to go to the bottom of that subject.

The results of the plan as already secured are that each person gets the wide results from the discussion of the various members of the club. She also secures detailed knowledge of one topic. The nature of these problems is such that a person who goes deeply into one comes into contact with many others as well. A kind of intellectual grip also comes as a result of such detailed study of one topic. It is not found that much consecutive time is demanded by the plan. It is to be kept in mind and worked over as time permits.

THE WINDMILL.

BEHOLD, a giant am I
Aloft here in my tower,
With my granite jaws I devour
The maize, the wheat, and the rye,
And grind them into flour.

I look down over the farms;
In the fields of grain I see
The harvest that is to be;
And I fling to the air my arms,
For I know it is all for me.

I hear the sound of flails,
Far off, from the threshing floors
In barns with their open doors,
And the wind, the wind in my sails
Louder and louder roars.

I stand here in my place,
With my feet on the rock below,
And whichever way it may blow
I meet it face to face,
As a brave man meets his foe.

And while we wrestle and strive,
My master, the miller, stands
And feeds me with his hands;
For he knows who makes him thrive,
Who makes him lord of lands.

On Sundays I take my rest;
Church-going bells begin
Their low, melodious din;
I cross my arms on my breast,
And all is peace within.

—Henry Wadsworth Longfellow.

FIVE GREAT EDUCATIONAL SUMMER GATHERINGS.

INTERNATIONAL COUNCIL OF WOMEN, LONDON.—NEW YORK STATE
TEACHERS' ASSOCIATION, UTICA.—ILLINOIS CHILD-STUDY
CONGRESS, CHICAGO.—NEW YORK STATE SOCIETY
FOR CHILD STUDY—CLARK UNIVERSITY
SUMMER SCHOOL.

THE INTERNATIONAL COUNCIL OF WOMEN

Held its congress in the heart of London in July, and the range of the subjects discussed was worthy of an international council of the ablest latter-day women of several continents. Among the educational topics which stirred the audiences was the account of American vacation schools as presented by Miss Sadie American, of Chicago. Miss American's eloquence and substantial data won applause both for herself and the movement.

One afternoon was given to "Kindergarten" and the "Teaching of Defective Children." A paper was read by Madam du Portugal, of Naples, giving a review of Froebel's principles as tested in forty years' experience; Mrs. Walter Ward, of London, appealed to the great audience to consider the kindergarten as a "character-builder"; Madam Michaelis gave greeting as president of the Froebel Union of Great Britain.

Another speaker who is well known to our readers was Miss Annetta Schepel, who spoke for the new Sesame House of London. The following statements are quoted from her paper:

Already in the summer of 1893 I had the privilege of meeting at the Congress of Chicago many representatives of educational ideas. The stimulus and happy remembrance I brought thence are still with me, and it gives me great pleasure to be here today, to speak once more for Pestalozzi-Froebel training (as one development of the ideals we all hold), a training planned on certain particular lines, indicated by Froebel himself in his "Education of Man," and carried out practically in the ways suggested by Pestalozzi's many writings.

Both these great educators have recognized the importance of the *family spirit* in the education of the little child, and base all branches of knowledge and morality on the experiences that center *there*. In family life we find the natural beginnings of

science, art, and handicraft. Institutions where the ideas of these two men are embodied *must* contain this element. Family life, with its care for the welfare of every member, brings necessarily with it all the activities that support human life. These activities will be found to develop the human being in all his capacities—bodily and spiritual. (Compare Froebel's "Education of Man," in the second chapter, entitled "The Child.")

Henriette Schrader, the companion and niece of Froebel, and trained by him, has given herself specially to the carrying out of this idea in the Pestalozzi-Froebel House in Berlin. With her special gifts she was able to work out many branches that Froebel himself did not live to complete. He saw this power in her, and foretold the success of her work. The Pestalozzi-Froebel House has now, for some years, numbered about a hundred students, among them many foreigners, and has six affiliated kindergartens for the people. In the work there we find this characteristic: that life and its many needs (whether it be in plant or animal) is made the natural object round which the children's work of body and mind is grouped. Observation of life, reverence for life, is cultivated in them; it is to life they are taught to dedicate all their knowledge and all their powers. There is no higher privilege than to live and to serve life. Therein lies the whole education of man.

The work in Berlin has steadily grown, and daughter institutions have sprung up in other lands, such as Sweden, Finland and Hamburg, and in Chicago Miss Amalie Hofer, inspired by this main idea, has grounded the "Gertrude House," so called after Pestalozzi's classical picture of the ideal mother, whose spirit she tries to develop in the fifty to seventy young students that there represent American womanhood. It is now three years that I have been in England, and among so much good work that I have seen, I cannot refrain from mentioning that of the Pestalozzi-Froebel House in Birmingham, so ably conducted for thirteen years by Miss Bishop. And I am happy to be able to add, that on July 6 a Pestalozzi-Froebel House is to be opened in London, in St. John's Wood, by the Sesame Club, on the lines of the mother institution in Berlin. There will be held there a free kindergarten for the people, and boarders as well as day students will be accommodated. An ample flower garden and kitchen garden, and the keeping of poultry, pigeons, and other domestic animals, will form an important feature in the training.

Here, as in the domestic and other work, no class will be sacrificed to the others, but it is to be hoped that the life of all will complete itself thru the *mutual* gifts and the mutual needs of all. It is impossible that true education should be a thing of *show*, even as with plants, and we hope to have here a *quiet* work which will develop itself gradually to its maturity.

Reported by Alice Buckton, editor London "Child-Life.")

NEW YORK STATE TEACHERS' ASSOCIATION.

(Reported in full by Mrs. Mary Stone Gregory. Unavoidably condensed by editor)

This association held its fifty-fourth session in Utica, July 5, 6, and 7, 1899.

Correlation was the keynote of paper and discussion in all sections of the convention. The attendance was good, and the programs for work and pleasure were successful, notwithstanding the enforced absence of Dr. George Griffith, superintendent of schools, who had worked with untiring energy to make the convention a success. The sudden death of his mother called him away on the first day of the meetings, and he was absent during the entire time. While his absence caused great regret, the arrangements were so complete that it caused no change in proceedings.

THE NEW YORK DRAWING TEACHERS' ASSOCIATION held its meetings with the state convention. James Liberty Tadd, director of the public School of Industrial Art in Philadelphia, made the principal address. He said: "There is nothing more important than to teach the child to make delicate movements; in drawing, designing, clay modeling, and wood carving, children should be taught to use both hands. In the Philadelphia school the drawing is done to a great degree from memory, thus leading the children into creative work; not tying them down to any set form of work, but allowing each to express his own ideas upon the black-board.

"In a large number of kindergarten schools I have seen little children sticking pins in pieces of paper, work that is the severest possible strain on the nervous organisms. The child must not use its hands in any work until the appropriate bones are there,

"We must get ideas from things and not from symbols. When the child studies the things of knowledge instead of symbols he draws from them the impulse of energy; every fact rightfully understood unlocks an arsenal of power."

"Literature and Stories in Primary Grades" was handled by Miss Susan F. Chase, of State Normal School in Buffalo. She began her paper with suggestive questions: "What are the beginnings of literature for the little child? What does his story-hunger mean? How far shall his apparent interest be our guide? What shall be the comparative pressure to be placed upon material fact and spiritual essence? How shall literature be related to the real life of the child? The beginnings of literature should be in the home; story-telling begins at the mother's knee. Story-hunger is peculiar to childhood, whether of the individual or of the race.

· DANGEROUS TENDENCIES of Modern Grammar Schools—too much attempted, too little learned,—was the subject ably handled

by Prof. Herbert J. Pease, principal advanced school, Utica. "A mistaken notion common in the grades is suggested by the general disposition to regard whatever pleases or entertains as possessing real educational merit. This tendency can easily and unmistakably be traced to the kindergarten, where the teacher, however competent, has before her a difficult task. She is expected to convert play into work, and daily to utilize the surplus energy of the child. To accomplish this, and at the same time avoid leaving the impression which is carried far into the grades that play and not labor will accomplish all things, is a difficult, a most delicate task. The theory of the kindergarten is beautiful, and, if ideal, its practical teachings may be invaluable to the child. To the unkempt and uncared-for it is unquestionably a great civilizer. It may be true that habits of close observation and alertness are encouraged, that the child begins really to see with his eyes and to hear with his ears and to have a better consciousness of the world about him; but we can hardly question the statement so recently made and widely read that in practice the kindergarten has degenerated into an attempt to make study easy, and, we would add, to give the fallacious impression that there is a royal road to learning. Upon receiving the child into the grades, the teacher knowing her liability to censure in case there is discovered a flagging of interest, leaves nothing undone to entertain and please. Hence the conditions in modern elementary schools of substituting as far as possible, in both matter and methods, that which is attractive for that which carries with it high educational values. The tendency is toward making things so easy as to prevent the pupil from taking any part whatever in the preparation of acquiring other than that of absolute passiveness. Modern teaching is often so colored with methods and unworthy incentives to interest, that the ultimate aim is never reached, or so presented as to leave the mind empty or in a state of confusion. The teaching world has gone mad over methods. Today the faddist more than the fossil is a threatening menace to our public schools. Again, there is no place in any department of our educational system for coddling. If we would have children rise above petty weaknesses we must abandon the praise-coddle system. Real education is after all the result of one's own exertion. What of that system that attempts to carry the child from kindergarten to university without calling forth the grandest effort of which he is capable? All tends to weakness, to dwarf the intellect, to lead to mental stagnation and decay. Teach *how to study*, and the education of the child is well on its way.

KINDERGARTEN SECTION.

MISS ISDELL, OF THE NORMAL COLLEGE, Albany, gave a report of the status of kindergartens in New York state, saying: "Three

years ago anyone holding a teachers' certificate for second or third grade could go into what was called a kindergarten and teach. Thru the efforts of State Superintendent Skinner, who has done more for kindergartens than any other man in the state, this appalling condition of things has been done away with. The legislature has created a law by which the state department has changed that condition of affairs, and an applicant to teach in a kindergarten must pass a kindergarten examination, and the same body must certify that creditable work has been done in a reputable training school for at least one year; the training class must be recognized by the state department before its graduates will be recognized. Kindergartens have increased three hundred per cent in the state, and the standard of examination has been raised fifty per cent.

MISS LUCY WHEELLOCK, OF BOSTON, spoke on the "Mother Play in the Kindergarten." She said: "An English teacher came to America and asked if there were not here three kinds of kindergartners, the superstitious, the emancipated, and the orthodox?" Miss Wheelock defined them thus: The superstitious believe that Froebel was inspired. The emancipated believe that they, and not Froebel, are inspired. The orthodox believe in Froebel's principles and follow truth wherever it leads. Very often people say that Froebel said so and so, when they are only repeating what some one else attributes to Froebel. There are good translations of all his books, and we are at fault if we do not know for ourselves just what Froebel did say. His book on Mother Play is of the greatest value to us, in that it embodies certain great principles, and it illustrates the application of those principles. Among them are self-activity and social unity. Self-activity is the keynote of the book. It is only by the exercise of powers and faculties that excellence and virtue are to be obtained. The question is how far we may use the gifts and occupations to illustrate self-activity? Illustrative work is valuable only as it helps the child to express that which he knows or has represented. The idea of social unity is that which recognizes others. The child is not only to gain self-control in controlling himself, but he is to recognize himself in others—his larger self, his dependence on others; he thus realizes his relations to others. The child who does not participate in the kindergarten is the one which is not happy. The system which teaches this truth is important in a democracy. Froebel has not gone out of his way to manufacture experiences for childhood. He has taken the common ordinary experiences of the child. He progresses from fact or object to picture, from picture to symbol, and from symbol to idea. The child that has observed the activity of others has already studied nature. Froebel had in mind, no doubt, the intimate association of children with nature. The experience is then supplemented by the picture. The child likes to see in a picture

all the different phases of an experience; while the pictures in the Mother-Play Book are desirable in study, and suggestive for schoolroom decoration, we should have something better, something classic. The songs have all been translated in good style and set to good and appropriate music. There is no longer any excuse for using poor songs either in words or music.

How far should we use Froebel's Mother-Play Book in the kindergarten? As far as it enters into the experience and knowledge of the children. The child lives the life that now is, not that which is to be. Froebel says, take the book and warm it by your own heart. His method is the one I would commend to you. The real love of children is not that which expends itself in dearies and darlings, but that which suffers little children and forbids them not. It was the experience of him who said that he "loved God, and men, and little children."

DR. JENNY B. MERRILL spoke on "The Underlying Principles of the Kindergarten Program." She said: "Can we have a fixed program in the kindergarten and at the same time encourage real self-activity in the children? I think we can. The only program I have made as yet is one which I have just prepared for the summer kindergartens and playgrounds which open next week in New York city. The environment and the selection of the materials by which we surround the child to a great extent determines his self-activity. He must have something in which he may impress himself. For summer kindergartens I would have sand every day; clay very nearly every day; building blocks of different kinds and sizes every day; the children shall have scissors and cut every day. A live animal makes children wonderfully free, inspires them to talk. We will try to have something alive, a kitten, a turtle, or a toad. In eleven of our kindergartens we have had out-of-doors gardens, and in one at least each child took home a head of lettuce and a bunch of radishes of his own planting and cultivation.

"Give a child a spade and he must and will dig, he does not have to be urged. A certain amount of free material helps the child to do what he wants to do better than our prepared material. We are going to have paper boxes, spools, and other free material which is not always the same as that purchased at stores. I am neither superstitious nor orthodox, but on the border line between the emancipated and the orthodox. We are going to dramatize our experiences at times. Some days our room will be a boat; a row of chairs makes a good train of cars. We are trying to use the big material we have at hand. Shall we have topics for the summer school? A topic does sometimes arouse thought. We must get it from the child, altho we look ahead and suggest it. The first topic is of home. The street is also a good topic. If there is a tree in the street that suggests the park or the farm. We have horses in the city and they suggest the farm. From

the park we go to the farm and from the farm to the seashore. One week the topic will be the street, and for the last week the home with its various occupations, washing, cooking, etc. The songs do much to create unity of thought and action. I do not like the morning talk. The story must be short and the children will ask to have it repeated. This is better than the morning talk drawn out indefinitely.

"There is danger that we try to give too much instruction; we must look at things from the child's standpoint. There is danger that we become too dogmatic. There is danger of doing too much flat work which is all on the surface. I wish, therefore, to say a word in commendation of the work exhibited here, because it is not all flat. The child must have the thing itself. Child study is at the bottom of the program, as it is at the bottom of everything else in the kindergarten. A program is a good thing to have, good as a point of departure, a place to start from."

The discussion was opened by Mrs. Cornelia E. James, principal of the Cincinnati Training School, who said among other things: "While it is good to have a program it is a better thing to throw it aside when the occasion offers, and follow the thought of the children."

MRS. MARY STONE GREGORY, chairman of the Kindergarten Section, said a brief word of welcome, and then spoke upon "Idols in the Kindergarten," saying: "The topics that I present today are intended to be merely, suggestive, namely, symbolism, spontaneity, self-activity, freedom and discipline in the kindergarten. The race instinct of fetishism has clung to man during all of his progress. The worship of some ideal has been the lever that has moved the race forward and upward. Since there is no escape from the universal spirit of idol worship, or worship of the ideal, it is important that we make not to ourselves false idols bearing so close a resemblance to the real that we are deceived. Symbolism is often carried to excess in the kindergarten; it leads the teacher to impress her own symbolic thought upon the child instead of studying the child's instinctive use of symbols. Spontaneity and self-activity are sometimes made twin idols, and lead to aimless play and occupation on the part of the child. The kindergarten seeks to correlate freedom and discipline thru leading the child to acquire true freedom which exists only thru self-control. If the kindergarten can prove that good discipline is maintained without corporal or external punishment it may aid in banishing it from all schools. There will be less worship of idols when the fact is recognized that the kindergarten was made for the child, not the child for the kindergarten."

The afternoon was given to pleasure. After an informal reception tendered the speakers of the section, Miss Wheelock led the march, after which followed a series of games in which visit-

ing and resident kindergartners participated. The meeting in 1900 will be at Thousand Islands Park.

ILLINOIS CHILD-STUDY CONGRESS.

(Reported by Mrs. Ellen Lee Wyman.)

The Illinois Society for Child Study met this year in joint congress with the National Herbart Society during the first week in July. The sessions were held at the University of Chicago and at the Chicago Normal School.

The first day of the congress was devoted to the interests of the Herbart Society along the lines of the importance and significance of the study of history in the schools. The addresses and discussions were well handled by such able speakers and thinkers as Prof. Frederick Turner of University of Wisconsin, professors Albion W. Small and Harry Pratt Judson of the University of Chicago, Prof. James Harvey Robinson of Columbia University, and principals J. C. Hannah and Henry W. Thurston, and others.

The first session proper of the child-study congress opened on Friday morning, July 7, with Francis W. Parker in the chair. Most properly the opportunity was given to Miss Elizabeth Harrison to speak upon the subject of "The Kindergarten and the Child." To the great satisfaction of everyone she was given all the time she wanted. In words eloquent and earnest she voiced the mature and intense thoughts and sentiment which are hers thru great experience and wonderful insight. She dwelt strongly upon the fact that a child's mind is not an adult mind; it must be closely studied to be understood; it must be understood to be helped. A little child lives in an ethical world; he has a power of appreciation above conscientiousness. His ideals are high; we must give him every opportunity to express them, taking heed to ourselves what we impress upon his sweet nature. As always she gave rich and telling illustrations gleaned from many a morning in the kindergartens, many an observation of many kinds of kindergartners.

Her paper was discussed by Miss Bertha Payne in her clear-cut style, urging that the expression of the child should be from actual experience; that interest should be spontaneous. Miss Flora Cook also took up the discussion with a plea for self-activity, work with a purpose, that all the purpose and the work should be unified by parents and teachers working together.

Miss Allen prophesied that kindergarten methods would pass thru radical changes during the next ten years.

Prin. Frances E. Cook, of St. Louis, spoke with great earnestness on the influence, starting in with expressions of congratulations for Chicago, that at the last previous election the kindergarten had been legally adopted as a part of the public school system. He said that the kindergarten was the cornerstone of the rapidly developing, highly desirable branches of education—

manual training, nerve study, domestic science, and child study. He claimed that the kindergarten has been the means of softening discipline and broadening methods everywhere in everything. He epitomized it as harmonious spontaneity, the results of which were unity, continuity, self-activity, and freedom. He disclaimed the imputation cast by some upon the new education that, "What is good in it is old, and what is new isn't good," declaring that with such forces as were now held the highest ideals should be attained.

He closed with the avowal of the conviction that concentration and correlation were born at the Illinois Normal School, and should be adopted and nurtured by all who were interested in advancing educational methods.

The afternoon session was led by Mrs. Kate V. McMullen with the grace and tact for which she is becoming noted. Colonel Parker was the first on the program, and, as always, held the close attention of the audience. He took for his text, "Evolution of men into higher things." Everything points to Unity, Heaven is beyond. In his direct fashion, with strong, terse sentences, he laid down the truth with many suggestions as to its attainment. The whole being of the teacher should be concentrated on the whole being of the child. If you desire to image in the child's mind; turn your mind in onto the child's mind. You must have the honest purpose or you will not see the child's mind, the effort will be lost. Child study brings a diagnosis of the child; what we need to do, why we need to do it, how we are to do it. A wrong motive in teaching is in simply imparting knowledge as an end. The aim of education is to set the soul free, to unpinion its wings that it may fly to new heights all its own. Therein is the great mission of the kindergarten. Rightly applied and developed it will help us to the education we must have for freedom to find God and to work for humanity.

Supt. Frank Hall, of Jacksonville, Ill., was deeply interesting in his subject of "The Blind, the Deaf, and the Deaf-blind, and Those in Possession of All their Sense Faculties Compared with Respect to Imaginative Power." In power of imagination, "image-ation," he ranked the deaf as the lowest, the normal person second, the blind third, and the deaf-blind as the highest. By repeated and vivid examples taken from his observation and experiences among hundreds of pupils unfortunate in sense deprivation he illustrated suggestive facts. Helen Kellar, Willie Stringer, and Elizabeth Robin are very wonderful exponents of highly cultivated imaginations under tremendous limitations of deaf-blindness. One advantage they have is not being distracted by outside influences, only good influences, the best impressions are conveyed to them; on these they dwell. They are examples of remarkable power of memory, their retention being aided by the necessary habit of strict attention and concentration. The prac-

tical application which was brought home from all these possibilities was that we are in great danger of laying too much stress on sense impressions. We keep pouring in and prodding on and piling up all the possible impressions and information within reach, and we do not give our children a day, an hour to grasp them, to digest them, to assimilate them. We do not give them the opportunity to *think*, to *stop* and *think*, to shut their eyes and *THINK*. We do not give ourselves the opportunity. *THINK*.

Dr. Joseph C. Gordon, of Jacksonville, Ill., spoke on "The Relations of Certain Physical Privations to Mental Development in School Children," showing how highly the senses may be cultivated, as is proven by success in the cases of those defective in some senses. He referred to the young blind girl whose sense of smell was so highly sensitive that when a dozen handkerchiefs were tossed her by visiting strangers she could quickly restore each to its rightful owner. Also he referred to a blind pupil whose sense of touch was so delicate that she could read the raised letters of her book thru sixteen folds of a silk handkerchief. He referred to the possibility of senses not cultivated or used becoming in the course of generations extinct, as are becoming some instincts of man, the thirst for blood and tendency to cruelty are being overcome, crowded out by civilization.

Miss Maud Valentine, of Normal, Ill., gave two studies of school children exemplifying some of the many problems which present themselves to all child trainers.

Mrs. Mary C. Bourland presided at the evening meeting. The disappointment felt in the failure of Dr. Christopher to appear was forgotten in listening to Professor Smedley on "The Relation between Mind and Body." Intellectual development as compared to physical growth, as shown in tests made of strength and weight, was shown by charts, which proved that the better physical growth was identical with higher intellectual development. These also proved that the strength of girls kept up with that of boys until about twelve or fourteen years, and then the lines fell away. This latter fact led to some discussion, some claiming that the difference was due to lack of exercise; others attributed it to the long skirts and compressing clothing. The strongest expression came from Professor Scott, who recalled the fact that for ages back the male has stood for strength, a quick blow, fierce effort. At the age of puberty girls began to show the conservative maternal instinct, which was for long-continued effort rather than for the "spurt."

Miss Caroline Crawford, in speaking of her work in a truant school, gave as one of the greatest causes of truancy the lack of inspiration afforded in the schools.

The meeting of the congress held on Saturday was one of most intense interest to mothers. By reason of its richness in

what was given and what was suggested, it is most difficult to report.

The able papers presented by Emily Huntington Miller on "The Preparation for Motherhood," by Mrs. Joseph Errant on "The Unity of Periods of Childhood," and on "The Study of Child Nurture in the Home" by Mrs. Andrew McLeish, will be published by the society, and no greater treat could be offered to child lovers than their review. One keynote which was struck chimed in so well with a thought of the previous session in regard to taking the time to *think* that it deserves passing notice. It was a plea for serenity, for a quiet, peaceful, meditative mood that might lead to better understanding of self and of others; that will help mothers and children to *express impressions*.

It is a significant indication in child study that the *mothers* are being incorporated more than ever before in the work and organization. There is a closer relation desired with the woman's clubs. Child study is to be an important feature of the State Teachers' Association next December, thus the lines of work are coming together, which being united will form a cord of tremendous strength and influence. A flashlight on the whole is the announcement that the next Mothers' Congress, to be held at Des Moines next May, is to be called "A Parents' Congress," in view of the fact that the fathers are showing such an active interest in these matters that they can no longer be fairly held back.

At the election the following officers were appointed for the coming year:

President—Mrs. Andrew McLeish, Glencoe, Ill.

Vice-president—Mrs. Kate V. McMullen, Evanston, Ill.; Prof. Manfred J. Holmes, Normal, Ill.; Prof. L. H. Galbreath, Charleston, Ill.

Secretary and Treasurer—John J. Scott, Chicago.

Executive Committee—Dr. Colin A. Scott, Chicago; Mrs. I. S. Blackwelder, Morgan Park, Ill.; Prof. C. A. McMurry, Normal, Ill.; Mrs. Alice H. Putnam, George H. Mead, Mrs. Joseph W. Errant, and Dr. W. M. Giffin, Chicago.

Editor-in-Chief of Transactions—Dr. Colin A. Scott.

Advisory Board—Col. Francis W. Parker, Dr. W. S. Christopher, F. W. Smedley, Prof. John Dewey, Frank Hall, J. C. Gordon, W. O. Krohn, Dr. Z. X. Sudduth, Mrs. Mary C. Bourland, Miss Elizabeth Harrison.

NEW YORK STATE SOCIETY FOR CHILD STUDY.

(*Reported by the Secretary*)

The second annual and fourth semiannual meeting of the New York State Society for Child Study was held at Utica, N. Y., on Friday forenoon, July 7.

The general character of this section's meeting was that of

a conference, in which open forum for discussion or comment on the part of any member present prevailed thruout the session.

The conference opened with greetings and "Confidences over the Pen-point." These "confidences" comprised selections from a vast number of letters recently received from prominent teachers, who have contributed to the child-study movement by original researches or critical publications. The tenor of these "confidences" was to disparage the unsavored adulation of child study as a means of pedagogic success or scientific knowledge. In addition, Dr. Shimer presented a summary of the opinions of about eight thousand teachers on the advantages and disadvantages of child study. In this polling most teachers seemed to object to child study on the grounds that it detracted from even work in the schoolroom; that it interfered with the strictly pedagogical interest, and removed the teacher from the true attitude toward the boy or girl; that it developed false notions as to what constitutes scientific data, and that it was a waste of time, etc.

The election of officers for the ensuing year resulted as follows: Prin. Albert Shields, Mt. Vernon, N. Y., president; Supt. H. E. Reed, Little Falls, N. Y., vice-president; Prof. Edward F. Buchner, New York University, New York, secretary-treasurer.

CLARK UNIVERSITY SUMMER SCHOOL.

The seventh annual summer school took place at Clark University, beginning July 14, and holding all-day sessions for two weeks. The program was crowded and intense in its rapid movement. A brilliant audience of two hundred students was drawn to this brilliant feast, presided over by President Hall, who is an inveterate worker, and evidently expected his summer school students to follow his example. Among the latter were such other workers as Dr. Hugo Münsterberg, of Harvard; Prof. Wm. L. Bryan, of Indiana University; Prof. J. Mark Baldwin, of Princeton; Professor Scripture, of Cornell; Dr. Hardee, of Williams; Prof. Mary Calkins, of Wellesley; Miss Sarah E. Wiltse, of Boston; Supt. L. H. Jones, of Cleveland; Preston W. Search, of Holyoke.

MAYOR RUFUS B. DODGE,

of Worcester, welcomed the students and opened the school with the following words of enthusiasm:

There are occasions when the executive of the city does not feel at liberty to absent himself when invited out, however much he may feel himself incapable of filling the place assigned him. I tried in this instance to think of some reason for staying away, but the morning was so beautiful I could invent none that seemed satisfactory. I was even content to think I should meet people

who know more than I do, but as I went around this great institution, looking over its various departments and seeing President Hall's machines, I found it was better to keep moving for fear some of these affairs would size me up and show how little I really do know.

To those from out of the city a cordial and hearty welcome is extended. We think we have one of the greatest institutions anywhere in the world. The Heart of the Commonwealth has always been in the front rank in education, and I have seen the wisdom of the scripture adage that the wise men come out of the East. We have a fine municipal building, which is one source of our pride. Of course we cannot expect you to descend wholly from the high intellectual air which you have here to that of the city hall, unless you take it as a recreation; but whether you come collectively or individually we shall be pleased to show you all there is in the hall, and feel when you return to your homes you will take with you some of the pride we have in this institution, and the magnificent work it is doing.

PSYCHOLOGY AND EVOLUTION

was the subject of Dr. Hall's opening address, which served as a general introduction to his course of lectures on "soul study" as well as to the entire school. He sketched swiftly the history of evolution, showing how "every savage race has some evolutionary plan, and nearly all the old Greek philosophers were evolutionists, Homer among them.

Greek thought began with Thales in 640 B. C., his philosophy as it is left to us consisting only of fragments from which we learn that everything was evolved from water. There is a great deal in nature for such an hypothesis, for much of the soil is alluvial, and the old Greeks always looked upon Oceanus as the father of all the gods. They thought earthquakes were due to waves that cracked or bent the earth's surface, which was flat like a disc. The three forms of water—ice, water, and steam—were used to explain everything in the universe. Air was thin water, and earth and stone were a thickened form of the same. Water was the source and end of everything, a thought comprehensive enough to knit everything together in unity. It was the first philosophy the world knew, but did not go into detail to tell how all this was accomplished.

Sometimes the thought of evolution has been from God down, and in others from God up, but there has always been evolution in some way. It is the product of man's passion for unity. This is the time of the advent of higher views, and is just as much an epoch as the unfolding of one God was to the Hebrews. We connect evolution with Darwin and Spencer, the former starting just when all the animals had been classified and work was being

done to get the species together. Darwin held that all was a constant flux which showed that species could be changed and that man was no exception. Darwin shut himself up with the consideration of plants and animals, but Spencer undertook to apply the idea universally.

Then came Heckle, bolder than most others, for he undertook to fill up all the gaps and give the pedigree of man. He makes growth the very condensed story of the life of a species. Drummond has gone back in a certain sense and attempted to revise old-time theories.

Darwin has little to say of the evolution of the soul, and Spencer does not gratify the curiosity which he arouses, his work being in many ways unsatisfactory, altho when condensed there is great good in it. Evolution had been a humiliating thought until Drummond took it up, the idea of a descent from apes not being pleasing to the majority of men. Drummond came to the rescue with a helpful work which brought no end of comfort, and now a man can be an evolutionist and at the same time a Christian. In fact, I believe a man has to be an evolutionist in order to be a real Christian. It is my purpose to trace the evolution of the human soul rather than the body. The soul is inherited from the instinct of animals, and has been just as different in its state as can be from what it is now. The soul is evolved out of psychic states of the lower forms. This gives great economy of thought and we are brought to realize that the object of education is to emphasize all this idea of evolution. Education is simply environment, a philosophy based on evolution. We are all branches of the same origin, from plants and animals up to man. We are all cousins. This thought tends to kill specialism, for the man who would study bugs and spiders must know far more than concerning them; he must have studied all animal life. It is larger than any form of religion. It helps broaden education until it becomes the largest possible sphere of life. If we are pessimists we see nothing further in life, but if we are optimists the best things have not happened yet.

The daily laboratory sessions consisted of practical experiments, physiological investigations and studies, and discussions of these studies in both lecture and classroom form. The plain toad and physical training of girls, the great struggles for existence, and how to teach music, were all among the infinitely varied subjects considered by the eminent specialists who made up the faculty of this "school of psychology."

The Worcester *Daily Telegraph* gave a splendid and complete account of the school, and we advise the securing of these records to all students especially interested in this subject.

Daily educational conferences were conducted by Dr. W. H.

Burnham, in which the points of the regular lectures were discussed and applied.

The certificates of attendance were delivered to all the students who had been present at four lectures a day during the entire course. About one hundred students were regular attendants.

Dr. Henry D. Sheldon lectured on the "Pedagogy of Play," sketching the provision for play and sport in other countries, and urged that the play idea is in the air today, largely because of the growth of thought along biological and psychological lines.

The theories and thoughts of this summer school reached their climax in the following crisp and sound statement made by Dr. Hall:

"Evolution is the product of man's passion for unity."

RETROSPECT.

NOT all which we have been
Do we remain;
Not on the dial-hearts of men
Do the years mark themselves in vain;
But every cloud that in our sky hath passed
Some gloom or glory hath upon us cast;
And there have fallen from us as we traveled
Many a burden of an ancient pain,
Many a tangled chord hath been unraveled
Never to bind our foolish hearts again.
Old loves have left us lingeringly and slow,
As melts away the distant strain of low,
Sweet music—waking us from troubled dreams,
Lulling to holier ones—that dies afar
On the deep night, as if by silver beams
Clasped to the trembling breast of some charmed star.
And we have stood and watched, all wistfully,
While fluttering hopes have died out of our lives,
As one who follows with a straining eye
A bird that far, far off fades in the sky,
A little rocking speck—now lost; and still he strives
A moment to recover it—in vain;
Then slowly turns back to his work again.
But loves and hopes have left us in their place,
Thank God! a gentle grace,
A patience, a belief in his good time,
Worth more than all earth's joys to which we climb.

—Edward Rowland Sill.

TWENTY-FIFTH ANNIVERSARY OF JAMES LAUGHLIN HUGHES AS TORONTO SCHOOL INSPECTOR.

JUNE 19, 1899, was a red letter anniversary in school history. The teachers of the Toronto public schools assembled an audience of fifteen hundred friends and coworkers, to do honor to Mr. Hughes on the twenty-fifth anniversary of his appointment to the inspectorship of the city schools. Mr. M. Parkinson, chairman of the testimonial committee of the teachers, presided, and on the platform were Rev. Professor Clark, D. C. L.; Mr. George R. Parkin, LL. D.; Mr. O. A. Howland, ex-



James L. Hughes.

M. P. P.; Mr. John Douglas, chairman of the public school board; and trustees Walter S. Lee, W. W. Ogden, C. A. B. Brown, Dr. Noble, Dr. Bucke, Blaney Scott, and H. A. E. Kent; Principal MacMurchy, Chester Ferrier, S. McAllister, R. W. Doan, and the following members of the teachers' testimonial committee: Messrs. A. F. Macdonald, L. J. Clark, George M. Ritchie, G. H. Armstrong, J. W. Rogers, W. H. Harlton, Mrs. G. S. Riches, J. S. Arthurs, Miss A. J. Cameron, Miss M. J. Bell, Mr. R. J. Blaney (secretary), and others. Letters and telegrams were received from

prominent schoolmen, among which were Mr. George Griffith, Ph. D., superintendent of Utica public schools; his Worship, Mayor Shaw; Hon. G. W. Ross; Walter B. Gunnison, of Erasmus Hall, Brooklyn; Will S. Monroe, of the State Normal School, Westfield, Mass.; and from the Superintendent of Education of

the city of New York; also letters from New York, Chicago, St. Louis, Philadelphia, and Hartford.

Superintendent Griffith of Utica wrote as follows to Chairman Parkinson:

Acknowledging the invitation to be present at the twenty-fifth anniversary of the appointment of Mr. James L. Hughes to his present position, I regret exceedingly that my duties here will make it impossible for me to attend. I should be most happy to be with you to help celebrate this silver anniversary of one of the ablest and the most "whole-souled" school superintendents in America. Ever since I began to hear Superintendent Hughes in convention, as well as since I have come to know him personally, he has been an inspiration, and, to a great extent, a guide to me in my work. I believe there is no more clear-headed, enthusiastic lover of children among the ranks of superintendents than Inspector Hughes. He must have been an inspiring leader of his teachers during these twenty-five years. Since I have known him he seems to have been growing younger each year. May this continue many, many years more, for in this tendency of our teachers and superintendents lies the hope of better schools for our boys and girls.

Kindergartners and all of us whose hearts are with this great movement must feel a peculiar joy in this honor to Inspector Hughes, for they have had no abler exponent of their theories nor more valiant champion of their rights than Mr. Hughes. With congratulations to the city and to Mr. Hughes, I am,

Yours very sincerely, GEORGE GRIFFITH.

The first speaker on the occasion of the celebration was Professor Clark, of Trinity University, who paid a sincere and forceful tribute to Inspector Hughes and his two cardinal qualities of popularity and perseverance, qualities essential in the educationist. He alluded especially to the fact that Mr. Hughes was the author of several very valuable works on education. Mr. Clark said that if he were addressing any audience on an educational topic he would feel that he was doing it an injustice unless he referred to these very excellent works of Mr. Hughes.

Dr. Parkin, of Upper Canada College, was the second speaker, combining eulogy with remonstrance in substance as follows, winning loud applause: There was one thing about this celebration which displeased him. The testimonial should come, not from the teachers alone, but from the mayor and corporation, and from the citizens, the interests of whose children he had been watching over for twenty-five years. He bade his hearers consider the energy, ability, and courage which Inspector Hughes had put into

his labors, and compare the rewards it entailed with those that went to the successful men in almost every other profession. They must realize that there was need of a great educational awakening in this city. In the legal profession these abilities would in twenty-five years have won him far greater financial rewards than he at present obtained. Such was the state of affairs in this country that the head baker in a well-known biscuit factory received a higher salary than the presidents of our universities. Instead of presenting a portrait, the citizens of Toronto should be presenting Inspector Hughes with something more substantial, and should be providing him with a retiring allowance of \$5,000, when that became necessary.

Dr. Parkin said that he had fourteen able young men teachers under him in Upper Canada College, and he could not honestly advise any one of them to remain longer in his profession. They would never have a great educational system until matters were placed on a different basis. It had been many times remarked that England was the only country that produced great head masters. The reason was not far to seek; in England they paid for them. The headmastership of Harrow was worth \$30,000, with an establishment; those of Eton \$30,000, and Rugby \$25,000, with usually a bishopric in the future. If there were five or six great prizes in Canada that men could strive for education would be benefited. The salaries of men like Inspector Hughes should be doubled; they were at least entitled to the same remuneration as judges. He hoped that that gentleman would forgive him for making this occasion an opportunity for speaking his mind on this subject.

One of the happy speeches of the evening was that of Mr. Walter S. Lee, who has been a member of the Toronto School Board since before the appointment of Mr. Hughes, and who gave some reminiscences. Mr. Lee amusingly told of the difficulties they had to encounter with the older principals, who resented the advent of the "stripling," as they called him, and praised the manner in which Mr. Hughes had forged ahead, and made the public schools what they are today. He thought the present salary of \$3,000 the merest pittance for a man of his abilities. He had often thought of a new position for Mr. Hughes. He would like to see him the chief executive officer of the entire teaching system, in charge not only of inspection, but of the financial man-

agement, with a large staff of inspectors under him. This last suggestion was heartily applauded.

The presentation of a fine portrait of Mr. Hughes, painted by Mr. J. W. L. Forster, then took place, Mr. A. F. Macdonald making the address. We reprint here a few paragraphs which show the model relations which may exist between head master and associates:

For a quarter of a century, the closing quarter of the world's grandest century, it has been your privilege to mold and direct the school system of this city, the educational capital of Canada.

By zeal and enthusiasm, by devotion to your vocation, by great executive ability, you have developed a system of schools at once unique and admirable, the pride of our citizens and the praise of our visitors. Your ardent study of the child, your marvelous intuition, your remarkable prescience, led to the introduction of the kindergarten into Toronto. In the kindergarten schools, which are now an organic part of the system of elementary education of this province, you have a monument more enduring than granite or bronze. Your published contributions to the theory and practice of education are a treasured inheritance of all true educators. The hallowed memory of these twenty-five years of noble endeavor and of divine evolution must ever remain your chief reward and abiding satisfaction. In the performance of arduous duties you have extended to us courtesy and affability, sympathy and friendship. By your happy genius of seeing the best in each you have been an inspiration to all. You are enshrined in our hearts."

MR. HUGHES' RESPONSE

was direct, virile, full of suggestive humor and earnestness mingled with the strong feeling which the occasion prompted. He said he could never have hoped to have succeeded in his position without the hearty and earnest coöperation of the teachers. Twenty-five years ago head masters received \$700 per annum; now \$1,500; in another quarter of a century he hoped to see them receive double the latter figure. He knew he should get more for his labors; he had, indeed, received better offers, but he had never asked the board for an increase, and it was a genuine pleasure for him to work with an honest, earnest, able set of men and women, like the teachers of our public schools. No man did his duty who left things as he found them, and sought not to better present conditions. One of the great principles of his life was never to be in harmony with the present; God meant us to try and be in harmony with the future. The greatest of words was "Evo-

lution." There were three classes of men, and three classes of teachers; those who lived in the past, those satisfied with the present, and those who wanted to live in the future. He expected to die wanting to make things better. It would be a disappointment to him if in his old age he should ever grow distrustful of youth; he wanted to be in sympathy with the young men always. He thanked God that he had never been blighted with the idea that the Ontario school system was the best in the world. It was better in some things than that of other countries, but not in all. He had known educators to come from abroad and spend hours dilating on the failures of other countries. He had always looked for the things in which they surpassed us. England was ages in advance of us in some matters of education; so was France; so was Germany. Even Russia was in advance of us in some things, and so was the United States. Another principle with him had been to continuously cultivate an absolute faith in himself. Years ago Fowler, the phrenologist, had told him that his life was certain to be a failure because he was lacking in self-esteem. It had always been his endeavor to conquer that defect, and to work out his own ends courageously.

The exercises closed with the singing by the entire audience of "God save the Queen."

Our wish to Mr. Hughes is that he may celebrate a golden anniversary in school service.

THE SWING.

HOW do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do?
Up in the air, and over the wall,
Till I can see so wide,
Rivers and trees and cattle, and all
Over the countryside,—
Till I look down on the garden green,
Down on the roof so brown,—
Up in the air I go flying again,
Up in the air and down?

—Robert Louis Stevenson.

THE GREAT EDUCATIONAL MEETING ON THE PACIFIC COAST.

THE CALIFORNIA SPIRIT AND THE N. E. A. KINDERGARTEN DEPARTMENT.

[Reported for the KINDERGARTEN MAGAZINE by Rachel L. R. Dresser,
Burlington, N. J.]

OUR sojourn in the charmingly beautiful city of Los Angeles will ever remain a delightful remembrance. The people of Los Angeles did everything possible to make every visitor to her precincts feel the heartiest welcome. While yet afar off we were met with baskets of fruit and flowers, and before we were settled in our rooms a committee came and decorated them profusely with rare and fragrant flowers. On every side were evidences of an appreciation of the beautiful and artistic in the homes, their architecture, the beautifully kept grounds, the city with its decorations in the state colors, and electrical illuminations, the musical entertainments, excursions, receptions, and lawn fêtes. Added to all that could charm and please the senses was the broadening and inspiring influence of the intellectual feast afforded by the great convention of the National Educational Association of 1899.

Our first duty as educators, upon arrival, was to report at headquarters, and receive badges as members from the N. E. A., the state, and the section which we represented in the educational field. The badges of Los Angeles, white satin with hand-painted spray of the delicate pepper tree with its red berries, was especially handsome. Mrs. M. Kraus-Boelté, president of the Kindergarten Section of the N. E. A., prevented from attending thru temporary illness, sent the writer of this article as her representative, and as such I was the recipient of every attention. Grave disappointment at the enforced absence of Mrs. Kraus, mingled with appreciation of her zeal and efficiency in making up so excellent a program, were universally expressed.

One of the first events to claim the attendance of kindergartners was the lawn fête on Tuesday, July 11, given by the board of managers of the Los Angeles Free Kindergarten Association, at the home of Madam Caroline M. Severance, an enthusiastic supporter of the kindergarten cause, who organized the association there in 1885. It was my privilege, while serving as guest of honor in Mrs. Kraus' place, at this reception, to meet many gifted representatives of organized efforts for the advancement and uplifting of humanity. Henry S. Townsend, Inspector-general of Schools in Hawaii, who later delivered an address at the N. E. A.

on the "Educational Problem of Hawaii; Miss Estelle Reel, National Superintendent of Indian Schools; Miss Reeta V. Had-den, President of Women's Parliament, San Bernardino; Mrs. W. W. Murphy, President of Los Angeles Orphans' Home; Mrs. Emerton of San Gabriel, who has just placed her large bath houses on the breakwater at San Pedro at the disposal of Mrs. Lulu F. Mitchell, for the reception of Spanish and Italian families from the settlement work in which she is engaged, having given her entire salary for the summer to its furnishing; Miss Anthony, niece of Susan B. Anthony, a most attractive woman; Miss May Ledyard, Supervisor of Los Angeles Kindergartens, and many, many others with whom it would have been a privilege to have spent the entire time which was divided among hundreds at this beautiful fête.

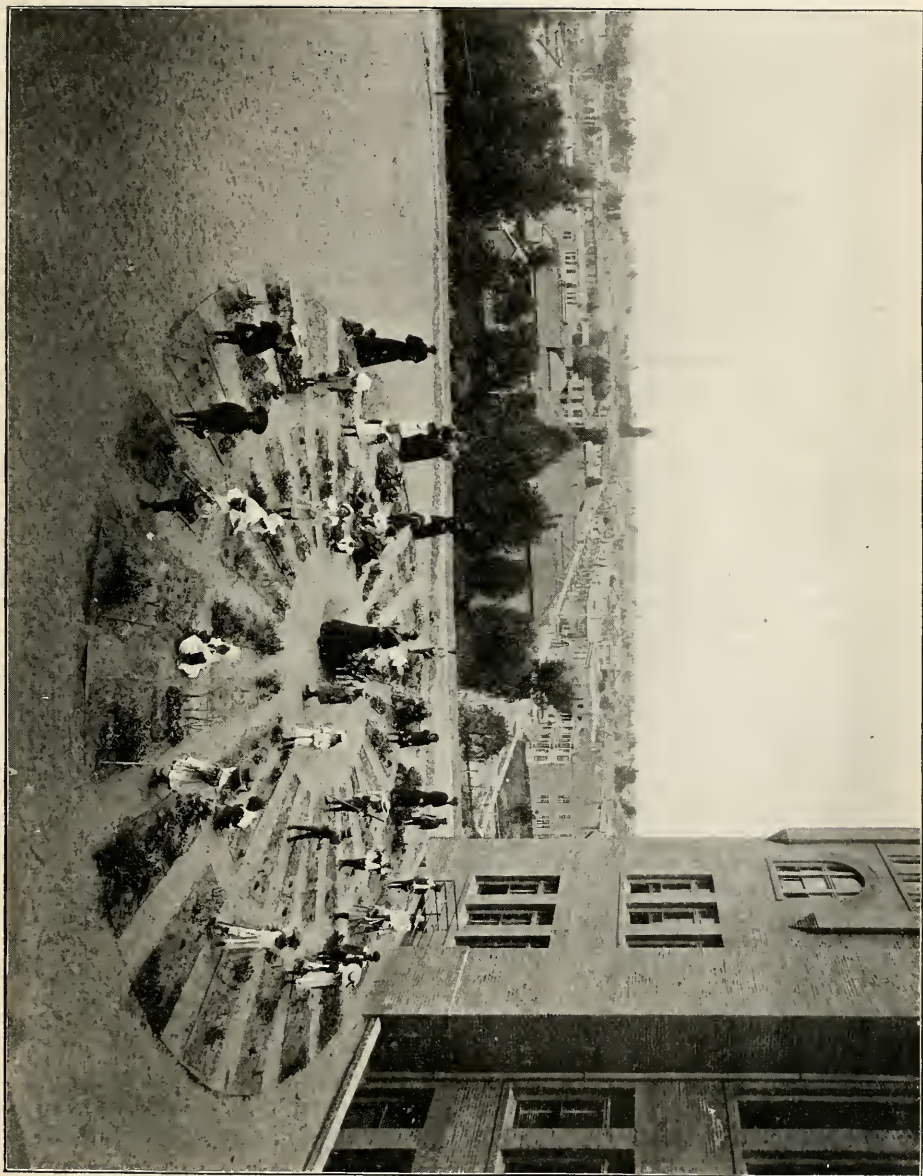
Ebell Hall, the place chosen for the meetings of the Kindergarten Section, could not have been more modest or appropriate. The first session was held at 2:30 p. m. Wednesday, July 12. Miss Florence Lawson, vice-president of the Kindergarten Section, acted as president, and Miss Mary F. Hall of Spencer, N. Y., most faithfully performed the duties of secretary both at the meetings and at the desk at Hotel Westminster.

The exercises opened with a thoughtfully prepared and gracefully delivered address of welcome by Miss Florence Lawson, principal of the training department of the State Normal School, Los Angeles. Miss Lawson gave a concise history of the kindergarten movement in California. In touching upon the nature of the work in the California kindergartens, she said:

With the return to nature and her teaching, what more ideal country than California, than our city of Los Angeles, with its background of foothills and mountains, its abundance of trees, flowers, fruit, and its easy access to the sea. True we miss the changing foliage, the beauty and fun of the winter season, with its Jack Frost songs and stories. We are often asked, What do you do with your program? Well, if we have lost some of the established order dear to many kindergartners' hearts, still we have the children, and a great out-of-door life, with expanse of country, air, and sun; in one other word—climate.

The response and address written by the president, Mrs. Kraus-Boelté, was then read by her representative. Mrs. Kraus, in opening, referred to her forty years' experience in the kindergarten work, having been a pupil of Froebel's widow, of Dr. Wichard Lange, and of Lange's wife, Middendorf's daughter. It was interesting also to hear that the kindergarten had been a recognized section of the N. E. A. since 1873, a committee, of which Prof. John Kraus was a member, having been appointed at the meeting in Boston, 1872, to inquire into kindergarten methods. Mrs. Kraus was chosen to explain those methods in 1873, and at subsequent meetings of the N. E. A. The address in full was a scholarly, philosophical paper, every sentence rich with thought bearing directly upon the questions which are vital in the kindergarten, and which her long experience and magnificent prepara-

KINDERGARTEN CHILDREN'S GARDEN OF LOS ANGELES NORMAL SCHOOL.



tion enables her to so thoroly comprehend and set forth, thus strengthening and dignifying this section of the great educational system of which we form a most important part.

On motion of Miss Anna Junkin a telegram was sent to Mrs. Kraus by the Kindergarten Section, expressing deep regret at her enforced absence.

Dr. Nicholas Murray Butler, dean of philosophy Columbia University, N. Y., then addressed the meeting. Dr. Butler used no notes, but every sentence of his polished and masterly address was comprehensive, just, free from extreme views, and powerful because of its truth and logical simplicity.

Dr. Butler said, in conclusion, that "I think we find the most hopeful sign in the fact that the two extremes of the educational process, the kindergarten and the university, are today the two great conservators of individualism, and when the spirit of individualism comes down from the university and meets that which is coming up from the kindergarten somewhere near the high school, that little leaven will leaven the whole loaf."

"Character Study in the Kindergarten" was the subject treated in the next paper, read by Prof. Thomas P. Bailey Jr., University of California. His statement: "If the kindergarten is to become indispensable to the community it must base its practice upon a comprehensive science of character," might lead us to infer that some of the fundamental principles of our profession were as yet not established or generally understood.

Another subject fundamental and of equal importance to the kindergarten was carefully prepared by Miss Mary F. Ledyard, supervisor of kindergartens, Los Angeles. This article, "In what Relation Stands Imitation to Originality and Consequent Freedom," was delivered by Miss Ledyard in a genial and most winning manner, reminding us of her admired preceptor, Miss Wiggins. The understanding of these principles, their value and relation, lead indeed to the broadest freedom, clearness of mind, and self-reliance. This paper completed the regular program, and Dr. Wm. N. Hailmann, president of the elementary department of the N. E. A., whose appearance on the platform elicited applause, was asked to make a few remarks.

Professor Hailmann has had long experience in the educational field, and has been the inspiration of many. He spoke eloquently of Prof. John Kraus, and of his worth and great self-sacrificing spirit in the cause of kindergarten, which was not always, as now, recognized as a part of our great educational system in this country.

(See stirring address of Dr. Hailmann at close of this report.)

Wednesday evening was made memorable by a brilliant reception which was attended by nearly four hundred invited guests, given by the local kindergarten association to the Kindergarten Section and national officers of the N. E. A., together with the

local board of education. It was a tribute to the standing of the kindergarten cause in Los Angeles that the spacious home, with the most beautiful grounds in the city, was tendered for the occasion by Mrs. Wanda Neal. Electric lights were festooned along the two driveways, one of great palms, the other of the graceful pepper trees; locomotive headlights illuminated the green lawn, sheltered by palm and rubber trees. At 8:45 a grand march, led by Miss Lawson, and myself as guest of honor, passed down the beautiful drives, then wound among the trees upon the lawn, forming a great circle of over one hundred young women, who then joined with the members of the board of education and other guests in six kindergarten games, led by Miss Davis, Miss Manning, and others. Miss Nora Milspaugh, with other members of the local committee, presented each guest with a framed miniature of Froebel, photographed and mounted by themselves, thus indicating their energy and resourcefulness while it gave all an appropriate souvenir of this delightful occasion.

THE SECOND AND LAST SESSION

of the kindergarten was as largely attended as the first, and the interest held thruout. The program opened with a beautiful slumber song by Miss Maud Goodell.

A paper was then read by Prof. C. C. Van Liew, State Normal School, Los Angeles, on the "Mental and Moral Development of the Kindergarten Child." This thoroly wide-awake article offers many suggestions long recognized and practiced by thoughtful educators.

"An Intelligent Study of Music in the Kindergarten" was next presented by Miss Anna Stovall, Golden Gate Kindergarten, San Francisco. The earnestness and womanly simplicity with which these suggestions were given were convincing proofs that this paper was expressive of her own experience, therefore valuable. In brief, as follows:

No educational reform will take music out of the kindergarten, but the kind of music best suited to the early stage of childhood, however, is an open question. The musician treats the subject from the high standpoint of his art; the psychologist from the standpoint of the child's primitive instincts and racial emotions.

A "Committee of Ten" is needed to define accurately the requirements of good kindergarten music, and to furnish a list of twenty-five best songs for the kindergarten child.

That kindergarten music, in melody and verse, has improved, is testified by the better collections published within late years.

The kindergarten makes much of physical rhythm, and rightly so. In marches, movement, and imitative play accompanied by rhythmic music, and in rhymes and jingles, it furnishes an educative outlet for the child's instinctive tendency to rhythmic utterance.

The themes of the kindergarten songs and games are those which fall within the circle of the child's interests, help to shape his thought and to give "appreciative centers" of feeling that, as life advances, will crystallize into noble ideals. They are child-stories with the added charm of rhythm, rhyme,

and melody. To know of what they must treat specially a study of Froebel's Mother Play is necessary.

For good singing to result, children must have opportunities to become "ear-minded." Their attention should be held without the asking by short snatches of good instrumental music. They must not only hear pure tones, but practice them. As imitation enters here the quality of the teacher's speaking and singing voice is most important.

Each song should bear the musician's stamp and be tuneful without the support of the piano. The children's interest and sympathy must be enlisted, from the outset, in the story the song tells, and the singing should be a melodic and natural outflow of the thought it expresses.

The coarse sentiment and crude doggeral of the street song or game, and noisy singing, have no place in the true kindergarten.

In the selection of any educational agency, musical or otherwise, the child's growing needs must always serve as the guide.

Miss Mary Miller, ex-president of the Kindergarten Club of Chicago, who impresses one with her sweetness and strength, gave a brief outline of the work of the club, which is an association of the members of the six principal training schools, who meet together for discussion of subjects in which all are interested, but in which there is much difference of opinion. The result of the club has been coöperation, instead of competition, between the different training schools, and the large membership of mothers and teachers have found it a most profitable experiment."

A short intermission was then announced and fruitade and cake were served. After the intermission

DR. ELMER E. BROWN,

professor of science and art of teaching, University of California, read a very helpful paper on "Naughty Children," which was expressive thruout of moderation and sympathy for the child. He said: "Whether a child is really naughty or not in any given instance depends on the point of view. It is always in place to caution teachers against assuming that a given appearance is naughtiness without stopping to see what has caused it. Above all, in what you say to a child, and in what you say to others about him, distinguish sharply between condemning his naughty acts and calling him a naughty child." (This paper will appear in full in the October KINDERGARTEN MAGAZINE.)

The last paper of the session, "The Kindergarten Child Physically," was read by Frederick L. Burk, superintendent of schools, San Francisco.

THE REPORT OF THE NOMINATING COMMITTEE,

Miss Mary Miller, of Chicago; Miss Mary Murray, of Springfield, Mass., and Mrs L. A. Truesdell, of Milwaukee, was read and adopted as follows: President, Madam Kraus-Boelté, New York; vice-president, Miss Anna Stovall, San Francisco; secretary, Miss Ella C. Elder, Buffalo.

The committee on resolutions reported as follows:

Resolved, That the kindergarten department of the National Educational Association extends heartfelt sympathy and thanks to Miss Florence Lawson, acting president and chairman of the local committee, and to the members of the local committee, for the many services so faithfully and efficiently rendered to this department.

Resolved, That thanks are due to the press of Los Angeles for the excellent reports of the work of the session and for notices of business meetings.

Resolved, That the thanks of the department be extended to the officers for their valuable services in planning and carrying out satisfactorily an ideal program.

Resolved, That we gratefully acknowledge the kindness of the Ebell Club in granting us the use of Ebell Hall for the meetings of the department.

Resolved, That thanks be extended to Mrs. Wanda Neal for the hospitality of her home and grounds for out-of-door reception. Committee: Mrs. A. W. Dresser, New Jersey; Miss Anna Stovall, California; Miss Leila Terry, Wisconsin.

The annual meeting closed with the singing of "God be with you till we meet again."

On Friday afternoon a reception was given at the State Normal School to kindergartners, and largely attended. The kindergarten rooms were elaborately decorated with flowers in the Fiasta colors; refreshments were served, and opportunity given to meet many representatives of our profession of whom we may be justly proud.

I have told you nothing of the great exhibits which illustrated the breadth and freedom and practical application of educational principles of today, and were most worthy of careful examination; of the many other sections of this great educational convention, so closely related to our own that a great regret mingles with it all, that more time could not have been given to us to hear others, some of which were held when our own was in session.

DR. HAILMANN'S STIRRING ADDRESS.

Friends: It is to me a true inspiration to witness the marvelous success of your department and of the educational movement it represents. I remember the days of their inception—the N. E. A. meeting of 1872 at Boston, when I had the privilege of reading the first paper on the kindergarten presented before the organization; my struggles as editor of the *Kindergarten Messenger*; my efforts to secure the establishment of the kindergarten department of the N. E. A.; my ultimate success in this at Madison; the subsequent rapid development and growth of the department. You can appreciate the joy that fills my heart when I see you now the hosts of the best, who feel honored to become your guests. The words spoken here today are fraught with encouragement and hope, with high appreciation of your work and with bright prophecies of the growing influence of Froebel's gospel of life in the work of school and college.

I am ready to receive with grateful "Amen" almost every word that was spoken here this afternoon. Yet I cannot refrain from uttering a word of warning or caution with reference to a single point. Dr. Butler in his excellent address emphasized the importance of scholarship to the kindergartner. In this, of course, we can all agree with him. The more the kindergartner knows and the better she knows, the more effective she will be in her work—other things being equal. I cannot, however, agree with his proposition that scholarship is the first requisite of successful work. On the contrary, I can

foresee from such a position only pernicious results for the development of the kindergartner. The first requisite of successful work on the part of the kindergartner lies not in the head, but in the heart. Knowledge and skill are, indeed, indispensable to her, yet these are but ladder and sword in the hands of *this purpose* that fills her heart. It is her *purpose*, her heart-attitude, that will decide whether she will use her ladder to go up or to go down, whether she will wield her sword in the service of God or of mammon. I do not say this to deprecate scholarship, but simply to assign to it its true place in the order of requisites. I am aware of the fact that without knowledge the heart often goes astray or wastes energy, but I am also aware of the fact that the heart, the true, loving heart of a Pestalozzi or Froebel, the marvelous heart of the mother, will seek and gain whatever knowledge or skill is to them indispensable. I am aware of the fact that, while knowledge and skill may remain forever heartless, the heart that is filled with love will steadily grow in the knowledge and skill that are needed for the achievement of its purpose. In themselves knowledge and skill are vain, the children of a day; but *purpose*, attitude, is the firstborn of the eternal will. If need be it will conquer knowledge and create skill in order to gratify the yearnings of the soul. To the heart, then, to attitude, to the "amiability," which Dr. Butler would degrade in the interest of scholarship, belongs the first place among the requisites for successful work on the part of the kindergartner. I am glad to have an opportunity to make this protest against a pernicious tendency that runs thru all the educational work. Everywhere we find this inordinate Godless worship of scholarship. It would preserve in our elementary schools the fads of spelling and grammar, of courses of study and text-books, of recitation and competition in scholarship as highest goal. It would begin the High School with seventh grade. It would close admission to the divine calling of teaching to all but college men. In short, it would bow in worship to the golden calf of ephemeral, perishable learning, and deny the Living God of Loving Efficiency.

What we call knowledge yesterday is ignorance today; what we name knowledge today will be ignorance tomorrow. Shall we worship this uncertain, changing thing, or trust ourselves to love which never dies, which is ever at its best, and which will lead us nearer and nearer to the Truth that makes us free?

GLOWING DESCRIPTION OF THE OCCASION.

DEAR KINDERGARTEN MAGAZINE: Thinking perhaps your readers would enjoy hearing of the "Good Things of Life," which the kindergartners and many others enjoyed in Los Angeles during the session of the N. E. A., it is with great pleasure that this opportunity is taken to tell about the "in betweens" of the regular meetings. We all registered and received our badges. The kindergartner's badge was a streamer of white ribbon in connection with the green and gold of the regular N. E. A. badge pin, but afterwards the plain streamer was exchanged by registering at Ebell Hall for a printed one—"Kindergarten" in blue letters on white satin ribbon. Wednesday, July 12, was the first regular meeting, and all enjoyed the speeches and inspiration given by the speakers. It was rather a warm day, and an intermission was given to refresh ourselves with punch served by the Los Angeles kindergartners. Ebell Hall, the place of meeting, is a beautiful building for such a purpose. It is always decorated with growing plants and palms, and the baskets suspended from the gallery, with the "growing things" hanging down so gracefully, make it a picture always to be remembered. Wednesday evening we were invited to a "party" at Mrs. Wanda Neal's beautiful place. When we arrived, such a surprise awaited us. We were escorted up an avenue of stately palms stretching their fans up, up toward the sky, while across from trunk to trunk strings of Japanese lanterns were all alight to welcome the guests, and from the top of the house an immense headlight cast a brilliant glare over the whole length of the avenue. The house is built in old colonial style, with massive wooden pillars supporting the porch, which reaches way up

past the second story. We found an orchestra on the porch, and when we had been received by the committee everyone took off wraps and "chose a partner" for the grand march. The orchestra began the martial strains and away the long line of kindergartners marched, two by two, down the palm avenue, back again, around the house, thru the magnificent grounds, where were festoons of lovely colored electric lights; round and round until we came to a stretch of lawn in front of the pillared porch, where we came to a halt and were presented with a beautiful Froebel pin. After pinning these souvenirs on we made a circle and played several kindergarten games. It was all so beautiful, making one think of the picture, "Coronation of the Virgin," or some dream of fairyland, with the white dresses, the fairy lights, the happy faces and voices, while from above the trees myriads and myriads of stars twinkled at us from a clear, deep blue sky. After our frolic we went into the house and there delicious refreshments were served in a most informal and social way. We said "good night" and came away dreaming of fairyland, only it was the reality and we were there and were the fairies. At the meeting next day we were invited to come again to another party at the same place as the previous evening. The board of education sent invitations to outside friends, and the kindergartners extended the same good time to all who came. Everyone present joined in the games and a general good time prevailed. Friday afternoon, from 4 to 6 o'clock, a charming reception was given to friends at kindergarten rooms in the State Normal School, which are truly ideal in their appointments. The Venetian orchestra, composed of six young ladies, five of whom played mandolins and one the piano, gave the most delightful Spanish music, and after meeting friends, admiring the rooms, the exquisite decorations of bamboo and sunflowers, and partaking of delicious apricot sherbet, we all came back to the fountain where this entrancing music still came to us almost to the exclusion of everything else. We all felt that not enough could be said to show our appreciation of the successful efforts of Miss Florence Lawson and her assistants in making the visit to Los Angeles a social as well as an intellectual feature of the N. E. A.

We visited the exhibits of school work and found many that were most artistic and educational. We received souvenirs from the kindergarten exhibits—pretty woven baskets of dried palm leaves, also those of orange wood slats. We thought it a very wise economy to utilize the home-made material for kindergarten occupations.

MABEL CORY, Chicago.

NOTES.

Charleston, S. C., is the probable place of the N. E. A. meeting in 1900.

Miss Winnie Bell, of Los Angeles, wrote the poem of greeting to the N. E. A., of which the opening stanza reads:

Welcome to the N. E. A!
 Joyful voices ring today;
 From the mountains to the sea
 Swells the gladsome jubilee!
 Open armed our city stands,
 With a greeting in her hands;
 And the "Land of Sunshine" waits
 With a hundred open gates.

Pres. E. O. Lyte, being an old soldier both in the military and educational sense, carried off the colossal work of the convention like a general with dignity and precision.

Bronze souvenir badges were distributed to the members.

Dr. Harris's exhaustive paper on "School Hygiene" must be studied to be appreciated.

Miss Bettie Dutton, secretary of the National Council, writes:

I have never so rested on the hospitality of the people or felt so freed from all responsibility, for I was taken care of from almost the moment when I crossed the state line until I settled in my pretty room at the Willoughby.

Why, before we were out of our births in the morning, somewhere way beyond San Bernardino, they greeted us. Before I was quite ready to leave my birth I heard a pleasant voice say, "Are there any teachers in this car bound for the convention?" There was a moment's hesitation, and then—there were only three or four of us aboard—I put my head outside the curtain, and there I was confronted with the most magnificent bouquet, as we all were. They were the gifts of the members of the San Bernardino W. C. T. U. We were also given the pretty little N. E. A. buttons, and later we were regaled with the most luscious oranges, plums, apricots, etc. It was like a drink of water to a thirsty soul. But I couldn't help thinking of the amount of work back of it all, for we were only such a few of the big majority.

WHO HAS SEEN THE WIND?

WHO has seen the wind?
Neither I nor you;
But when the leaves hang trembling
The wind is passing thru.

Who has seen the wind?
Neither you nor I;
But when the trees bow down their heads,
The wind is passing by.

—Christina Rossetti.

THIS AND THAT.

MEADOW lark,
Glow like a spark
That will set the fields afire;
Tenderly whistle
On top of a thistle
A "turilee" to your mate up higher
In a dusty locust tree.
There! There!
Away goes care,
And a dream comes over me.

—Selected.

Normal Training Exchange

For Primary Teachers and Kindergartners.

THIS department brings such matter only as shows a fresh development in elementary school work. The following list of stories and subjects are all **important tools** to you at this opening season. **Examine yourself** by using the Chicago public school examination questions published in full in this department.

KINDERGARTEN STORIES: CLASSIFIED REFERENCE LIST.

Miss Sarah C. Brooks, the able supervisor of St. Paul primary schools, sends the following valuable letter and list:

"I enclose you a copy of the stories we have collected and used with profit in our kindergartens. The list is the result of the work of two meetings for exchange of treasures and opinions. While not complete in the sense of presenting all the stories used by any one kindergartner, it is fairly representative. Their selection and arrangement gave us such pleasure that we thought the published list might prove serviceable to others by way of suggestion and comparison. In every case where verification was possible, the source of the story is given.

"It is not for a moment supposed that any kindergartner's repertory could be fixed and limited by any such list as the one presented. No two people, indeed, can use the same stories with equal ease and success, and the circumstances connected with the presentation of topics naturally vary from year to year. To adhere to any plan after the circumstances have changed by which the plan was arranged is to destroy spirit and feeling; but unless we occasionally have something by means of which our own selections may be tested by comparison, we are in danger of falling victims to either complacency or the unrest of uncertainty. Kindergartners working alone and in isolated places especially feel the need of some such help."

FAMILY RELATIONSHIP:

1. Charlotte and the Ten Dwarfs, Wiltse, "Morning Talks."
2. The Three Bears, Wiltse, "Morning Talks."
3. The Lost Chicken, "Child's World."
4. Pe Wee's Lesson, "Child's World."

5. The Story of Speckle, "Child's World."
6. The Thrifty Squirrels, "Child's World."
7. The Squirrel, "Mother's Portfolio."
8. Mother Stork, *Kindergarten Review*, September, 1897.
9. The Crane's Express, "Child's World."
10. Leaves' Party, Gaynor Song Book.
11. Milk Weed Babies, Eleanor Smith, "No. 1."
12. The Kind Old Oak, "Child's World."
13. The Lion and the Mouse, "Æsop's Fables."

TRADE WORLD, INCLUDING THANKSGIVING AND CHRISTMAS STORIES:

1. The Baker, Mother-Play Book.
2. New at the Bakery, "Child's World."
3. Teddy's Birthday Cake, "Child's World."
4. A Merry Little River, Poulsson's "Finger Plays."
5. The Discontented Mill Window, "In Story Land."
6. The Johnny Cake, "Child's World."
7. The Barnyard Gate, Mother-Play Book.
8. A Grain of Popcorn, *Kindergarten Review*, November, 1898.
9. The Good Shepherd.
10. How Patty Gave Thanks, "Child's World."
11. The Angelus, Millet's picture.
12. The Gleaners, Millet's picture.
13. Mr. and Mrs. Santa Claus.
14. Santa Claus and the White Cat.
15. The Cat's Christmas Party.
16. The Story of Claus, adapted from The Saint and the Symbol, "Profitable Tales," Eugene Field.
17. Gretchen and the Wooden Shoe.
18. Legend of the Christ-Child, Hofer.
19. Why the Chimes Rang, *KINDERGARTEN MAGAZINE*, December, 1896.
20. Birds' Christmas.
21. Great Walled Country.
22. Charlotte's Dream, *Child-Garden*, December, 1892.
23. The Story of the Star.
24. The Story of the Shepherds, *Child-Garden*, December, 1892.
25. An All-the-Year-Round Story, "Child's World."
26. Nahum Prince, "Child's World."
27. Story of Theseus, adapted from Kingsley's "Greek Heroes."
28. The Shoemaker and Elves, Grimm.
29. The Charcoal Burner, Mother-Play Book.
30. Little Deeds of Kindness, "Child's World."
31. An Old-fashioned Rhyme, "Child's World."
32. The Logging Camp, "Child's World."
33. The Honest Woodman, "Child's World."

34. The Bridge, Mother-Play Book.
35. Jacob's Ladder.
36. Prince Harweda, "In Story Land."
37. Hans and the Four Giants, "In Story Land."

CIVIC RELATIONSHIP AND HEROES:

1. Little Heir of Haarlem, "Child's World."
2. Sergeant Jasper, "Boys of '76."
3. Little General Washington, "Story Hour."
4. Great General Washington, "Story Hour."
5. Saint Valentine, KINDERGARTEN MAGAZINE.
6. Barbara Fritchie, Whittier.
7. The Knights, Mother-Play Book. Blow.
8. How Cedric Became a Knight, "In Story Land."
9. Page, Squire, and Knight, Davenport Adams.
10. Sir Launfal, Lowell.
11. Androclus and the Lion, "Fifty Famous Stories Retold."
12. Siegfried Stories, James Baldwin.
13. The Bell of Atri, Longfellow's "Tales of a Wayside Inn."
14. Sir Philip Sidney, "Fifty Famous Stories Retold."
15. King Solomon and Ant Hill, Whittier.

RELATIONSHIP TO NATURE, ELEMENTS, EARTH, WATER, AIR, LIGHT:

1. In My Little Garden Bed, Poulsson.
2. The Little Gardener, Mother-Play Book.
3. First Peas in a Pod, "Child's World."
4. Apple-Seed John, "Child's World."
5. A Queer Place for a Nest, Wiltse, "Morning Talks."
6. The Oriole's Nest, "Story Hour."
7. Little Yellow Wing, "Child's World."
8. Story of Small Green Caterpillar and the Beautiful White Butterfly, "In Story Land."
9. Story of Frederick Froebel.
10. The Fishes, Mother-Play Book.
11. Mr. Stickleback, "Child's World."
12. The Story of Aqua, "Story Hour."
13. Do What You Can, "Child's World."
14. To Whom Shall We Give Thanks? "Child's World."
15. The Child in the Orchard, "Child's World."
16. The Story of a Breeze, "Child's World."
17. North Wind at Play, "Child's World."
18. The Weather Vane, "Child Culture Papers"
19. Wind and the Sun, "Child's World."
20. The Light Bird, Mother-Play Book.
21. Shadow Children, "Aunt Joe's Scrap Bag," Vol. 6
22. Why Daisies Have Golden Hearts.
23. The Color Fairy.
24. The Diamond Dipper, Wiltse, "Morning Talks."

25. The Morning Glory Seed, "Child's World "
26. A Line of Golden Light, "In Story Land."
27. How the Mill Wheel Was Turned, "Harper's Third Reader."

REFERENCE LIST OF NATURE STORIES AND POEMS.

This printed list of twenty-seven pages was compiled by the kindergarten class of the Milwaukee State Normal School, under the direction of Miss Nina C Vandewalker, director of the department, who makes the following important statements in the preface:

An appropriate story is one of the most effective educational instruments. To find the one that will meet the particular need or fit a special phase of work is one of the greatest difficulties of the kindergartner or primary teacher. It was to familiarize the students in the kindergarten course with the libraries and the books containing material for their future work that this list was begun. It is printed because it is thought to meet a larger need than theirs. Since the field of nature is too large for anyone to know all the facts the stories involve, the list includes many references to reliable subject-matter in popular form. It does not include text-books.

No claim is made for completeness. By additions and eliminations such as time and experience will suggest, it is hoped to make, ultimately, a library guide that will adequately serve the purposes for which this is intended. Many of the stories will need adaptation and revision to make them serviceable, but all will be found more or less suggestive. A similar list of stories from history and related subjects is in process of preparation.

The list is classified as follows:

1. Stories of Inanimate Nature; Poems of Inanimate Nature.
2. Stories of Plant Life; Stories of Seeds; Stories of Flowers; Poems of Flowers; Stories of Trees; Poems of Trees.
3. Stories of Animal Life; Stories of Insects; Poems of Insects; Stories of Fishes, Frogs, Toads, and Turtles; poems relating to the above. Stories of Birds; Poems of Birds; Stories of Mammals; Wold; poems of the same. Domestic; poems of the same.

(Privately printed. Price 25 cents.)

BIBLIOGRAPHY OF PLAY AND AMUSEMENT.

An important bibliography of games and plays appeared as an appendix to the *Journal of Sociology* for July, 1899, compiled by Amy Hewes. The bibliography is intended to cover in general: American books from 1876 to date (1898), English books from 1832 to date, French books from 1840 to date, German books from 1830 to date; but numerous titles of an earlier date, selected from library catalogs, etc., have been included. As a spe-

cial German bibliography of the literature of play and amusement was published in 1896 (see Seydel's *Katalog der Turn-, Sport- u. Spiel-Litteratur* on page 135), it was decided to include only the more important of the German titles between 1890 and 1896.

The list will be useful to those who are interested in the rapidly growing literature of play and amusement, but have not the time to search thru fifty or more volumes of book lists.

Miss Hewes says that one of the uses suggested and kept in mind during the compilation was the great and untried opportunity to study in the historical development of play and amusement the social conditions therein reflected. "There is great truth in the test of a nation's civilization by the things at which its citizens like to laugh. There is great truth also in the growing recognition of amusements of an appropriate nature as one of the most efficient means of elevating the condition of the very poor in our great cities. Few indeed have awakened to a sense of the immense force here contained."

If you are making a kindergartner's library secure a copy of this list for permanent reference.

MISS WHELOCK'S BOOK LIST.

The following list of books is recommended by Miss Lucy Wheelock for preparatory reading and study of students who expect to enter the regular kindergarten course:

EDUCATIONAL.—Froebel's Autobiography, Michaelis & Moore; Children's Ways, Sully; Study of Children, Dr. Francis Warner; Quick's Educational Reformers; Hailmann's History of Pedagogy; Painter's History of Education; Dr. Barnard's Kindergarten and Child-Culture; The Child, and Reminiscences of Froebel, by Baroness Marenholz-Bülow; Conscious Motherhood, Emma Marwedel; Lectures to Kindergartners, Elizabeth P. Peabody; Study of the Child, Elizabeth Harrison; Froebel and Education by Self-Activity, H. Courthope Bowen; Preyer's Infant Mind; Hughes' Froebel's Educational Laws; The Children of the Future, Nora A. Smith; Children's Rights, Kate Douglas Wiggin.

ELEMENTARY SCIENCE.—Song of Life, Margaret Morley; Glimpses at the Plant World, Fannie Bergen; Fairy Land of Science, Moral Teachings of Science, and Life and Her Children, Arabella Buckley; Geikie's Lessons on Physical Geography; Madam How and Lady Why, Charles Kingsley; Stories Mother Nature Told Me, Jane Andrew; Citizen Bird, Mabel Osgood Wright. (Order of Kindergarten Literature Company, Chicago.)

KINDERGARTEN EXAMINATION QUESTIONS OF THE CHICAGO PUBLIC SCHOOL BOARD.

An examination for kindergarten teachers was held June 9, 1899, Chicago, beginning at 8:30 a. m.

For kindergarten teachers' certificates, the applicants were

obliged to (a) answer the following requirements for admission to the examination, and (b) pass an examination in subjects hereinafter specified:

I. The Requirements for Admission to Examination.—The candidate must be at least nineteen years of age, free from any physical disability likely to impair the usefulness of a teacher, and show satisfactory evidence that she has had

(1) An education equivalent to that indicated by the high school course of Chicago.

(2) A two years' course of professional kindergarten instruction, equivalent to the courses now offered by the following named institutions:

Chicago Froebel Association.

Chicago Free Kindergarten Association.

Chicago Kindergarten College.

Chicago Kindergarten Institute.

II. The Examination.—The candidate is required to take an examination in the following subjects, the standard for passing being a general average of seventy-five per cent:

(1) Theory—The elements of psychology and the history and literature of kindergarten education.

(2) Practice—Methods of kindergarten education, occupations, games, and songs.

The examination was divided into two parts. The first list of questions was devoted to the theory of the kindergarten, the second to the practice.

THEORY.

1. Name five intellectual attainments that should be acquired and practiced by every liberally educated person.

2. What in your judgment is the first thing to be taken into consideration in the training and teaching of a young child? Why?

3. In what way does the knowledge of history and literature aid the teacher in the study of child-nature and child-development?

4. State the essential differences between the doctrines of Comenius, Pestalozzi, and Froebel. In what way were they alike? What was the motive of these reformers in the study of education?

5. What means have we for the study of pedagogy today which were unknown to Froebel?

6. What psychological truths do you consider to be of the greatest value to the kindergarten?

7. What do you consider to be the most important thing, fundamentally, to be cultivated in a child? Why?

8. How does the child gain the conviction that individual responsibility works for both dependence and independence?

9. State in brief the value and the results of the fellowship of children one with another in the kindergarten.

10. What do you understand by the environment of the child? What is the essential difference between the environment of a child and its surroundings?

PRACTICE

1. Define "self-expression." Name six modes of self-expression that a child would naturally use in the kindergarten.

2. Compare spontaneous activities with activities under self-consciousness. Describe a child under both conditions.

3. What is self-consciousness? The signs? How is self-consciousness brought about? What is its effect upon the child? How may it be avoided?

4. State the functions of the morning exercise, table work, plays and games, marching and outdoor work.

5. Explain the function of Froebel's "gifts" and "occupations" in the all-round development of the child. Has modern psychology modified the use of kindergarten material? Illustrate.

6. Where does a child gain the most all-round development—in a class, or when given individual attention? Give reason for your answer.

7. Specify in detail what difference you would make in your work with the youngest and the oldest children. What should be the motive in moving a child from a lower to a higher group?

8. How should the child be brought into contact with nature? Describe the use of outdoor plays, field excursions, and gardening.

9. Do you sing? Do you play upon the pianoforte, or any musical instrument? Give a brief review of your musical education.

10. State what skill you have in chalk or charcoal sketching.

The training schools, whose students were candidates in the above examination, made a strong, personal protest against the ninety-minute limit for each set of questions, and while the questions were considered fair and inclusive, the conditions of marking the papers were severely criticised. The suggestion was even at one time entertained that the entire test be cancelled. Of 152 who took the above examination, 100 passed successfully. This anomalous custom by which *public* boards of education examine the kindergarten students of *private* training schools has ruled in London for sixteen years, with the result that the entire training has gradually become modified to suit the ideas of the board, who want "infant teachers" rather than kindergartners. What is the tendency in such American cities as Chicago?

THE USE OF OUTSIDE MATERIALS.

ADA MAE BROOKS, PASADENA, CAL.

HOW shall we kindergartners utilize the contents of the small boy's pockets? Such trash! you exclaim, and we are afraid you include the question in your exclamation, but we stand our ground. Do you designate your own carefully hoarded treasures as trash? and the boy's to him are just as dear. We must meet the question squarely if we would be all that we should to the child, and live kindergartners are awakening to the fact.

The following is the result of observation:

Really pretty and useful articles can be made from florist's fiber, rattan, reeds, wire, and twine. For a basket, take an uneven number of wires of sufficient weight to make firm ribs; cross and fasten in the middle by twisting the wire or by tying. Bend into the desired shape and, starting in the middle, weave with several strands of fiber in a bunch, over and under, round and round, wrapping the strands once around each rib. Finish by bending the wires over and concealing the ends in the woven part.

Rattan comes in several sizes, and is made pliable by soaking in water for several hours. Use the larger size for the ribs just as the wire was used, except that they may best be joined in the middle by making slits thru some and slipping the others thru. The work is made simpler by weaving over and under, too, for about an inch from the middle, when it is easy to separate the ribs. Smaller rattan or fiber is used for the weaving.

The fiber may be braided, and the plaits sewed together, for mats or baskets. Strong, colored druggists' twine may also be used when sewed over and over rattan, shaping as you go.

Heavy twine, braid, strips of palm leaves, bark, etc., have many possibilities for usefulness in making baskets, doll hats, etc.

Another of the many ways of satisfying a child's weaving propensities is by utilizing almost any material, felt, braid, worsted, rags, etc., for the making of rugs.

Let the work be his own from the beginning, he making his frame of four strips of wood, and putting in each end tacks or nails, over which he laces the warp for his rug. With fingers or long wooden needle the woof is woven in and pressed to its place by the sword-shaped baton. In one kindergarten a child's primitive instincts had found expression in a woven rag strip, into

which were stuck many colored feathers (dyed with water colors or diamond dye), making a very Indian-like headgear.

Have you seen the small carpenters at work upon a doll's house? A packing box furnishes them with outer walls; but there is the floor for the upstairs, the partitions for the different rooms, the roof to be supplied and the openings for the doors and windows to be cut. Then come the painters and paperhangers.

In the meantime the house furnishers have been busy and now display their goods. Odds and ends of wood have been transformed into tables, chairs, benches, cupboards, etc., some plain, some painted. One bedroom set was made of red maple twigs, fastened together with pins or small tacks. String carried across from one side board of the bed to the other made the support for the mattress. Match-boxes furnished the bureau with drawers, and the top of a condensed milk can answered the purpose of a mirror. There were also chests of drawers made of apothecaries' boxes pasted together, having for handles brass paper fasteners.

Spool boxes made quite safe beds for the clothes-pin babies, who had extensive tho simple wardrobes, consisting of circular pieces of cloth with holes in them large enough to slip over the baby's head, a little sash, and baby is dressed for the day.

When rugs are spread upon the floor, curtains hung across the windows, and pictures on the wall, the beds well supplied with mattresses and comforts, linen and pillows, all furnished by the eager children, the doll family have a comfortable, cozy home.

Should they need an outing, there are street and "choo-choo" cars of great variety, some of pasteboard, some of wooden boxes, and some of blocks. All that is needed for the coupling is double pointed tacks and wire or twine. Button molds make satisfactory wheels.

There are wagons and wheelbarrows, too. I noticed one particularly attractive wagon having for the body an oblong strawberry box, button molds for wheels, and a meat skewer for a tongue.

A table of wee people were working delightedly with spool boxes, sticks, and button molds, manufacturing wheelbarrows. Tops made of half spools and pointed sticks really spin.

For the little gardeners' use, there are shovels and hoes of thin tin, and rakes of wood or cork with teeth of small wire nails or tacks and skewers for handles.

For the children themselves, busy fingers braided heavy, loosely twisted twine into jumping ropes, large spools serving for handles.

We saw a happy group leaving the kindergarten one day wearing hats made of tea matting, with bright cloth binding, strings, and bows.

But the children do not work for themselves alone, for there are book covers of defender paper and leatherette; oil-cloth mats,

soap pockets, etc.; fancy pressed-board boxes of various shapes, laced with fancy cord or ribbon thru holes made with a punch; photographs mounted upon fancy board; decorations of tiny clam shells strung with straws; window boxes, shelves, knife boxes, and other simple articles of wood; dust cloths of cheese cloth, overcast with worsted; photo holders, headrests, etc., made of canvas and other loosely woven cloth, overcast with cord or silk; beautiful window transparencies made by pasting gelatine film over designs in cardboard.

If the children show a disposition to make use of what comes in their way, teachers must be prepared to meet and direct them in this use, and the interest training schools feel in the subject is shown in the unique articles made by training classes from outside material. We will only mention a few suggestive results:

A house, barn, and chicken house made of packing cardboard, glued together, set in spacious grounds, which were laid out in gravel walks, and set with twig trees, reminding one of a summer cottage by the sea.

Broom straws, wire, tin foil and a stick, all had a part in the making of a broom, and the stiffer ends of florist fiber, doubled and fastened to a small block by means of double pointed tacks, furnished the house with the necessary scrubbing brush.

Chairs of many designs, one of the simplest having cork for the body and a back of pins laced with worsted.

A spool with two holes bored in one side, into which a rattan handle was fastened, made a serviceable candlestick.

Bedstead and chairs of willow twigs, leaving the bud ends for decorations, and having lacing of braid or bark, made most attractive furniture.

Canoes of eggshells or birchbark, seesaw of board and block upon which dolls were seated.

Rag dolls, wooden dolls, cloth dolls, worsted dolls, and paper dolls abound. Wagons and kites and swings of many styles. A wee lamb had a cork body fastened together with wire and a coat of cotton.

A small funnel, with a ball attached, reminded us of the old game of "ball and cup."

Beautifully designed church windows were made of gelatine film and cardboard. Quilts and cushions and clothing and fancy work, all of simple pattern, were plentiful, and cooking utensils were made of tin.

BECAUSE the tall trees shut the sun
From the green forest space away,
Red lilies shine along the paths
That fairies may not go astray.

—M. F. B.

SPRINGFIELD CONFERENCE ON PHYSICAL TRAINING.

PLAY FROM THE STANDPOINT OF THE RACE—RHYTHMICAL FORMS OF
PLAY—DEVELOPMENT OF WILL THRU PLAY—PLAY-
GROUND MOVEMENT.

[Reported by Grace Fairbank, Helen Heath Settlement, Chicago.]

THE summary of the lectures given at the Springfield, Mass., Conference, which was held from June 14 to 27, 1899, was sent out in advance to all interested in the subject, in order that the conference might be rich and full. The subject of physical training was discussed from the following four general standpoints: (1) Historical and Descriptive; (2) Psychological; (3) Pedagogical; (4) Bibliographical. Dr. Luther Gulick conducted the discussions, so that there was thruout a steady development of subject-matter, which culminated in a definition of play and formulated statements.

He announced that "the aim of these lectures is primarily practical and pedagogical, in order to understand plays and games and to use them most wisely in the process of education; to put together what has already been done in serious effort to study play; to indicate further details that cannot be discussed because of shortness of time; to give opportunity for that vision of the newer things, that synthetic observation, that shall give us not only the subject of play from the standpoint of physical training, but enough of its discussion from other standpoints to appreciate its significance." Continuing, Dr. Gulick argued that the subject of play is worthy our most earnest attention for the following among other reasons:

1. It embraces the chief spontaneous interest in life. Action to secure food, clothing, etc., is necessary, but what one does when there is freedom is more significant.
2. Because more time is given to play than any other group of psychic activities.
3. Play is indicative of emotional characteristics more than work. In play the natural quality of the person is free to show itself.

ANIMAL PLAY.

Dr. Gulick said that the study of animal play was important, because by it we can see the wide range of the phenomena, and can get some conclusions of importance relative to human play. The study of play is important, because it embraces the chief spontaneous interests of life; because more time is given to play than other psychic activities; because play is indicative of personal characteristics more than is work. In play the natural quality of the person or animal is free to show itself. It was shown that animals play in proportion as they are intelligent—even some insects play. Following this was a large number of descriptions of animal plays, drawn chiefly from birds and dogs. The following conclusions were drawn from the data presented: (1) That in so far as animals have any physical training, it is of a play character. (2) In so far as exercise is necessary to growth, the young of animals secure this influence thru play. (3) That the plays of animals are related to their instincts or race habits. (4) That the complexity of the play life of the young of a species is a measure, at least, of the adult intelligence of that species. (5) That tradition or suggestion is a necessary part of play guidance. Instinct alone is not a sufficient guide to the complexity of play, and that such suggestion is more definitely related to the development of the animal. (6) That the character of the play bears a definite relation to the life activities of the adult. (7) That the order of development of plays is from simple to complex, psychically; from the racially elementary to that which is recent; from the fundamental to accessory, muscularly, and neurally. (8) Play life is first individual and then social. The earliest ties into coöperating groups, are not industrial nor economic, but are of a play character. (9) That in a given species the play activities present such a definite coördinated series of activities, uniform wherever such species are found, that the subject is worthy of our most serious attention.

Following this able and suggestive address came an interesting collection of facts with regard to the play life of great men, showing how vital is the relation between an intense play life and later usefulness to the race. Definitions of play were asked for, one or two of which will be of great interest to kindergartners:

"Play is natural activity."

"Play is the giving vent to our feelings of pleasure in some form of activity which in the mere doing of it does not tend toward usefulness."

"Play is any mental or physical performance, whether deliberate or spontaneous, which is done merely to please oneself."

Froebel defines play as the "purest, most spiritual activity of man at this stage (childhood). A child that plays thoroly with self-active determination, perseveringly until physical fatigue for-

bids, will surely be a thoro, determined man, capable of self-sacrifice for the promotion of the welfare of himself and others."

Sully defines play as the spontaneous activity which is wholly sustained by its own pleasurable ness.

PLAY FROM STANDPOINT OF RACE.

Dr. Gulick in treating this subject said that in plays among savages there was a large amount of imitation of adult activities, and read discussions of the play life of savages from different parts of the world. It was shown that the play life of the savage children was not as rich as the play life of the children of civilized peoples; that there was less inventiveness, less complexity, and more imitation of adult life. Special attention was given to the plays now existing among civilized nations and the play life of Chinese children. Prof. Isaac T. Headland, professor of psychology of the University of Pekin, sent to Dr. Gulick a large number of observations, made by himself at Dr. Gulick's request, of Chinese children's play. These show that the Chinese characteristics show themselves as well in the play life as in the adult life. The plays change as little from century to century as do the other parts of the psychic life among these people. The play life of the children in South Africa, Brazil, Mexico, India, was discussed briefly, and relationships shown to the national type of mind.

A point of special interest in the lecture was a reference to the differentiating characteristics of plays carried on by Anglo-Saxon adolescent males. It was shown that these peoples alone have games in which there is highly developed team play, in which the performance of the individual is subordinated to that of the team as a whole. Dr. Gulick said in closing that while it was difficult in the present stage of the subject to present conclusions that should be regarded as final, some might be presented in a tentative way which seemed to be warranted by the facts as now known. These are: (1) That the play characteristics of children bear a definite relationship to racial or national character. It may be that the play life and its traditions are not only early, but are among the more powerful influences that stamp racial habits of mind and morals upon peoples. (2) That the vigor of the play life is a measure of the vigor of adult and national life; (3) that the complexity of play life is an index of the capacity for civilization; (4) that child traditions, extending from generation to generation, from century to century, from civilization to civilization, are among the great forces making toward human stability; (5) that much in the play life of one civilization reproduces the work life of a preceding generation, at least in mental, moral, and physical quality; (6) the early and elementary plays of all peoples are uniform. It is the play life of older children that mark racial distinguishing characteristics; hence the rela-

tionship of races is well shown by the extent to which the play life corresponds period by period; (7) the play life of the highest races includes the play life of those below. After these plays have been completed during later childhood and adolescence, newer elements are added; (8) the young of the more civilized races play games similar to those played by savages, but at an earlier age than they do; (9) play in constant groups, and by groups against groups, seem to be characteristic of Anglo-Saxon.

People will play even when there is no bread in the house. A family with means of bare subsistence only bought an organ on the installment plan. We all can give instances when the circus is patronized by many who can hardly keep soul and body together.

Americans spent in 1897 \$27,000,000 on bicycles; Baseball League expended \$1,000,000; golf cost \$2,500,000 in 1898, and hunting men something like \$10,000,000.

The conclusions that Dr. Gulick drew from the data presented at the conference were as follows: (1) The progress of plays from period to period in the development of the individual follows in a general way the order of development of the race from savagery to civilization; (2) that while the plays at any period are carried on at later period, the chief interests seem to center about plays that are novel to and characteristic of that period; (3) personal character is clearly revealed in play life; (4) at about seven, the plays of boys and girls begin to differ more markedly than they have up to this time; (5) girls seem to have most interest in those plays that are related to the maternal instinct; (6) boys seem to have chief interest in plays centering on competition, fighting; (7) girls' plays involve more world play and indirection; (8) boys' plays involve more physical skill, strength, endurance, strategy; (9) adult plays are often, if not usually, reversions to activities carried on by the race for its livelihood in our forgotten past.

"The Motives of Play and Rhythmical Forms of Play" was the next lecture by Dr. Gulick, which we outline as follows:

The achievements of the preceding ages come to the individual in two ways: (1) By physical inheritance, not only the form of the body but the instincts and tendencies of the mind; (2) by those traditions and customs and writings that form our psychic atmosphere. This is true in play as elsewhere. Dr. Gulick then discussed the plays depending on the hunting instinct. Tag plays are found all over the world among high animals and men. Their form varies from the simple chase of animals in young children to the complicated forms seen in such games as Prisoner's Base. Motion plays, sliding down hill on snow and ice with sleds, skees, toboggans, shooting the chutes and skating form a large group of much interest. Fighting instinct plays, particularly wrestling, boxing, and football, are universal in some form. They predominate in any given group

depending upon the extent to which the adult individuals fight. Maternal instinct plays, doll, and social plays, include probably more than fifty per cent of the girls' play of all the world.

The chief discussion of the morning centered about rhythmical plays. After a general discussion of the plays of rhythm in nature, rhythm in the individual life, and in the processes of the body, he discussed the psychology of dancing, and showed its relation to different emotions. The war dances, funeral dances, love dances, occupation dances, were briefly discussed. The relation of play to the origin of dancing, poetry, and music was discussed. Special emphasis was laid upon the rhythmical movement in its relation to the development of religious feelings among simple peoples. A discussion of gospel music and the music of the Salvation Army from this standpoint of rhythm closed the discussion.

SAVAGE OCCUPATION PLAYS.

Dr. Gulick opened this subject by stating that first, that at about seven most individuals begin to take great interest in plays that are representative of occupations of adult savage life. Boys, therefore, prefer the hunting, fishing, sailing, rowing, combat, or competitive sports, while girls, on the whole, do more with dolls, gardening, social, and dramatic plays. Second, there is a marked contrast between the states of mind in play and in gymnastics. In gymnastics the movements are consciously thought of; in play they are incidents. Small children playing bear sometimes show by the white face, drawn expression of the mouth, dilated pupils, that the emotion is real. It is important to have exercise correlated with interesting states of mind, if it is to be carried on permanently. Third, toys are valuable and interesting in proportion as they afford suggestion and possibility of self-activity rather than as they are in themselves complete. In place of making a general discussion of toys, he described an eight-year experiment with a single set of blocks. He said that interest in these blocks had been intense but intermittent, that the different forms of building had been worked out one at a time rather than first the elementary forms, then the complex; that the pulses of interest of a child seem to be related to the discovery of generic forms; that the role of the teacher seems to come in when the child begins to repeat forms in order to show some elementary new forms; that pushing the constructive ability of the child faster than it naturally grows results in a *blasé* feeling; that the limitation of the material for building thro these years has resulted in greater development of child capacity, for ingenuity has had to take the place of added material; that in the development of these buildings, the forms built have followed the same order shown by the evolution of the race; first, the love of regularity, then of symmetry, then of harmony.

The present theory teaches that the evolution of both body and mind follows in general the course of the development of the race; that adult stages constantly tend to be achieved younger and younger in succeeding generations, leaving adult life for fresh achievements; that organs of functions that are injurious to later development are gradually eliminated, while those that are neither helpful nor hurtful are free for unrestricted change, and those that are useful become more firmly established. Play can neither be explained as wholly due to surplus energy nor to fatigue demanding recreation, altho both have to be considered. Play must be viewed as the rehearsal of activities of a similar character to those by which the race has won its achievements; hence play is necessary if the individual is to achieve full development.

PHYSICAL DEVELOPMENT FROM PLAY.

Dr. Luther Gulick said in discussing the relation of play to development of the body, that when one considers the number of hours a day which children play, the amount of energy expended, the amount of activity of the heart and lungs involved, the effects upon the digestion, one is impressed that one of the major influences in the development of the body is play, and that the amount of exercise that can be secured by formal gymnastics is insignificant as compared with the amount of exercise that comes in connection with play. Further, that when one considers sensory motor training, the development of the accessory muscles, and the training of the body to act in accurate conjunction with the senses, we find that play is effective, while formal gymnastics appear to be hardly related to these matters at all. Endurance is but little affected by gymnastics, whereas in play it is brought prominently to the front. In play the attention is of a voluntary character, while in physical training it is for the first part at least of a conscious character and consequently more fatiguing. Children will play for a longer time than they will do formal gymnastics. We find as a matter of fact that nearly all of the complex reflexes demanded by adult life are prepared by play, whereas the special artificial reflexes made by the use of segregated movements in gymnastics appear to be less related to adult life. The physical and mental characteristics of the athlete contrasted with the gymnast were next discussed. We have seen that in the development of animals no formal education is necessary, and savage races do not have formal gymnastics. Why should we in civilized life need to have these exercises? Public school life that makes children sit still five hours a day demands specific means of meeting it. These means must be related to the schoolroom, and must be related to the abnormal position of sitting involved. Thus, the formal gymnastics of the schoolroom, first, should remedy the lack of activity incident to the present work in schools; second,

should correct the bad position of the trunk now often secured in school life; third, should bring the pupil's attention so that he will think about the necessity of standing straight. Formal gymnastics should not be depended upon in school life for the giving of the individual endurance nor sensory motor training; these must be secured by play. The physical trainer must extend his conception of his field to include the whole field of muscular play.

DEVELOPMENT OF WILL IN PLAY.

In handling this paramount phase of the subject of play, Dr. Gulick rendered a great service to all education, both by his scholarly presentation and his manly convictions. He opened the lecture by saying that one of the most important things in the world is a strong will directed toward right things. Any quality in order to be developed must have opportunity for exercise, so that the great significance of play is shown when we see that it is in free play that the child has chief opportunity to use his own will. For the development of morality, it is not sufficient that individuals shall be forced to do righteous acts. A moral life led in prison or on board a man-of-war does not lead to the acquirement of moral habits. It is only where morality is free that it is real. So that the most significant facts with reference to the development of the moral nature are not of an economic or industrial character, for these are more or less compulsory, but relate to one's free life, one's life in regard to the pursuit of pleasure. The ways in which one pursues pleasure shows and produces morality far more than the compulsory activities of daily life. Hence it is plain that to have play carried on by authority, the details even directed, as they sometimes are, takes away from play its chief essential characteristic and its chief usefulness. Freedom of the will is basal. The conditions of civilization bring so many children together in such small spaces that far more government of play is necessary than in savage life, but this government in order to be most successful must take the attitude of compulsion or authority as rarely as possible. It must take the attitude of suggestion in order to conserve the freedom of the will. We have seen in different plays how the child goes thru a play evolution, beginning with simple plays and working up to the most complex social plays, and how this evolution is related to the development of the nervous system. Morality follows a no less definite evolution.

A biological view of the growth of the moral life, or of the religious life, would be somewhat as follows: During the first seven years of life the bulk of moral nascencies relate to the organization of reflexes, the reflexes of morality—prompt obedience, honesty, truthfulness, etc. These cannot be produced by reason, and the individual is dangerous so long as they are reasoned about. It is only when they are reflex that they are best. The great time

for the establishment of these reflexes is in these early years. The second period is approximately from seven to twelve. This may be called the legal period, or the Old Testament period. It is strict justice. A boy resents being told that a certain action is unfair. All the games are carried on according to strict rules, as they are not before this period. There is but little altruism. There is highly organized, intense egoism, subject to definite rules. It is a period for legal righteousness. The third period is the one in which social righteousness, altruism and the like appear most definitely. Here we find the group games, loyalty to the gang rather than to self, and the like. It is here that Christianity really has its birth in the individual life. To tell a boy in the second period to act according to the motives of the third period is to violate his real nature. The supreme doctrines of the Christian life, the giving up of self, are only true and strong when based upon the acquisition of that strong personality and the power of securing individual righteousness that comes early. Unselfishness based upon weakness is of little significance; it is only when it is based upon power that it is significant.

Suggestibility is related to a consciousness of likeness. Boys when they see trees waving do not stand still and commence to wave, but when they see other boys doing things they tend to do those same things; they are conscious that they are alike, and this consciousness helps in this imitation. For this reason we find that children invariably prefer the approval and fear the condemnation of other children even more than they do of parents or other adults. What true boy would tell on the gang in order to save his reputation in the family? His reputation in the gang is more precious to him; and it is right that it should be so, for upon this loyalty to the gang is built the wider righteousness of adult life. The loyalty to the gang is the tribal loyalty of savage life. The consciousness of the brotherhood of man comes slowly over the race. Comparatively few seem to have it yet, in view of such facts as our present war with the Philippines, as has already been mentioned by Dr. Balliet. Our ethics are tribal ethics. Play is earnest for the child. We often hear it said that certain activities are only play, but play is for the child what work is for the adult. It is his real life; it is related to his highest evolution.

Dr. M. Balliet, superintendent of Springfield schools, and a man of wide vision, seconded very strongly Dr. Gulick's desire to make play better understood.

He said: "All thought is motor, all thought tends to run over into motor mechanism. Motor area developed thru muscular training. If we can draft the energy of the motor area into memory and intellectual work it reënforces actual brain power. Spontaneous attention not so fatiguing as voluntary attention. All great work done by men who gave spontaneous attention." Co-

ordinated intellectual training expresses itself in good conduct. Solution of the problem of moral training lies in giving right physical and intellectual training rather than *direct* moral training. If you can solve thru play the problem of physical training you will solve moral ethics. What makes up personality? People whose physical horizon has been small, who have read little, have a small personality. Personality is rich according as the ingredients that enter into it; it must include something more than the fundamental feelings of fear, anger, and hate. Education consists in transforming all these instincts.

PLAYGROUND MOVEMENT,

and the good use of the school recess, was presented by Dr. Gulick in substance as follows:

Play under the conditions of animal life, savage life, and even in elementary forms of society, he said, is able to meet the conditions imposed; but with the rapid growth of city life, the crowding of many children together, the taking up of the play space by buildings, the encroaching on the hours of freedom by the school, it becomes necessary that this fundamental side of education shall be consciously attended to. For this reason we need and have a playground movement. A large society in Germany has been doing splendid service for the past eight years. It has been the means of the construction and equipment of some hundreds of playgrounds. The movement in this country is well shown by a few typical cities. In Boston particularly has fine work been done. On the different playgrounds of that city \$2,400,000 have been expended, and by recent vote of the city council \$200,000 a year has been voted for the securing of additional playgrounds, until \$500,000 shall have been expended. Mayor Quincy is urging in addition the erection of gymnasia in each ward. He maintains that these are measures of economy, in that they lessen crime and increase health and efficiency to such an extent that the community is better off. There was some discussion in regard to the Tapley school ground in this city. It was the general agreement that playgrounds to be utilized by many children need supervision, and that the evils that led to the closure of the Tapley playgrounds could be overcome by judicious care.

In the afternoon the round table discussed the school recess in its relation to physical training and morals. Some cities were reported from in which the school recess had been abolished. The prevailing argument seemed to be that the evils were of a moral nature. Experience from other cities also reported from showed three directions for meeting these evils: (1) That of rotation in the children's use of the recess, so that but a single room was out at a time. With this decrease in the number of children, some of the difficulties were obviated. (2) The presence of the

teacher with the pupils during the recess in a supervisory relation. (3) The teacher acting as an older playmate, working by suggestion largely. Reports were given from several schools where this plan had worked with the greatest success. It was unanimously agreed that educational gymnastics should in no case take the place of the school recess, as they did not meet the conditions of freedom of the will; of relaxation of voluntary attention that should be accomplished by the recess. It was also agreed that the place of school gymnastics related particularly to the correction of those faulty positions that were almost necessarily incident to the position at the desk, and to the relief of the inactivity involved in sitting still. These conditions cannot be met by play to nearly the same extent that they can by special gymnastics; and on the other hand, that play by judicious games affords us the best means for general exercise, for sensory motor training, and for that freedom of the will which gives rest from voluntary attention.

I find the following concise and vital statements among my notes, and will send them on to inspire your readers, who were not present at the conference:

"Play has its chief significance from its relation to development of moral nature."

"Altruism that is built on anything but strong, *self-knit* selfishness is built on sand."

"The higher the function, the higher the pleasure in its discharge. Play is discharge of the highest function. How can the play spirit be brought into life?"

"Higher life equals doing what we please along line of racial development. Personality is developed by freedom, not necessity, and every piece of work done by such a free soul is above price. To secure such freedom we must decide upon poetic or artistic line of achievement, not economic. It may mean hardship, life is for that, but involved in such a pursuit is holding oneself above price."

"We spend time in oiling the bearings and don't ride the machine. Follow some line of interest, cultivate the joys we have and they will grow, refuse to be held from the higher pursuits by the petty."

WHEN I am stretched beneath the pines,
When the evening star so hotly shines,
I laugh at the lore and the pride of man,
At the sophist school and the learned clan;
For what are they all, in their high conceit,
When man in the bush with God may meet?

—Emerson. ■

AMERICAN KINDERGARTNERS, WHERE THEY HAVE SUMMERED, AND WHAT THEIR FRIENDS ARE DOING AND SAYING.

Madam Kraus-Boelte was unable to attend the N. E. A. meeting at Los Angeles, but sent as her personal delegate, to read her address as president of the Kindergarten Section, Mrs. A. W. Dresser. Madam Kraus, who was re-elected as president of the department, writes with deep feeling as follows "The meetings of the Kindergarten Department were *fine*, and I rejoice in this. My whole heart and soul is in the work; nor could it be otherwise, for my whole life is bound up with it. Now that the gavel has been returned to me I certainly will not shirk my duty, and so will try again to do the best in my power. This year I shall complete the fortieth year as an active worker in behalf of childhood and womankind. I thank God that I am strong, well, active, and *young*. My work and my enthusiasm have kept me thus, and I pray that I may be useful for a long time to come. My heart delights in seeing the growth of the work! All seems to be in a process of crystallization. As long as we remain natural we shall reach the goal. The little child must never be forgotten for 'methods' and 'systems.'"

Miss Hattie Twitchell, former treasurer of the I. K. U., writes from Brampton, England, where she has been spending the summer: "Among the pleasures of last week was a visit to the Edgbarton Froebel College, at Birmingham, conducted by Miss Bishop and Miss Last. This is a school admitting children from the earliest kindergarten age to those of ten or twelve years old, and having a department for the training of kindergartners as well. The school is in close touch with the well-known Pestalozzi-Froebel House, and follows much the same methods. In this school, however, the children are not poor, but come from the best of homes. This fact made the manual training exercises doubly interesting to their American visitors. We saw some carefully finished sloyd models. Some cane-chair seating, and some rush baskets which the children were working upon with very busy fingers in order to have presents to take to their homes at the close of the year, which would be on Friday of that very week. We were told that these little children, who are tenderly waited upon by nurses in their own homes, prepare a meal every week, laying the table and washing the dishes themselves. The teachers are their guests at these meals. We were invited to follow the children into their garden when the time came for out-of-door exercise. Here we found a truly pretty sight. At one side, by the high, stone, ivy-grown wall that shut out all prying eyes, was a group of girls constructing, in a pile of red sand, the bed of a river with the feeding mills at one end. Another group was watering and weeding among the flowers, while a third was engaged in potato culture. They were industriously hoeing the plants which would furnish a staple article for one of their kitchen luncheons in the fall. We shall not soon forget, either, the thoughtful expression on the face of the little seven-year-old boy, as he studied how best to mend the gap in the fence thru which an intruding neighbor's hen had found her way. As we visited the different classrooms we were convinced by the expression of interest and attention everywhere manifested, that the half hour out-of-doors spent in what was—to the children—at the same time equally play and work, had taken nothing from the degree of mental attainment. As I review what those children accomplished in one forenoon, in reading, language, number-work, drawing, and what was classified there under the name 'Home-love' (a study of that which was near by, from a geographical and historical standpoint), I feel sure that school work conducted according to such natural methods as those employed in this school will mean much more that is valu-

able in the after lives of these children than most of our regular school work with its 'recess' of five short minutes, when the children 'run wild,' and the five long hours of mechanical operations. We are most grateful to Miss Bishop for deciding in our favor, and admitting us to her school at a time when visitors would be least welcome—two days before closing for the long vacation. During the same week we had an opportunity to visit the Girls' High School at the university city, Oxford, where we spent a morning in the so-called kindergarten room. The term in this case seemed to mean making the beginning of school work attractive to young children. The charming manner of Miss Lloyd, the director, certainly did much toward keeping a roomful of young children bright and happy, where the work under a less tactful teacher might have seemed a little tedious. The children under Miss Lloyd's leadership sang of the 'Smoke Fairies' in a most delightful manner."

Miss Twitchell continues her training class at Springfield, Mass., during the coming year.

Col. Francis Parker gave a course of daily lectures on "How to Educate into Citizenship" during the Chicago Normal Summer School, taking the early class hour of eight o'clock, and bringing out a full audience to each of his inspiring matins. The rest of the day was spent in interviews, planning for the new Blaine School of Pedagogy, and closing his arrangements for permanently leaving the old normal school. The colonel's magnificent private library is presented by him as the nucleus of the pedagogical library of this new school. The old home on Honore Street in Englewood will also be given up, and the altruism of that corner garden, which is open to anyone, and whose nasturtiums and asters are free to those who love them, will become a romantic incident in the history of pedagogy. Colonel Parker has carried his gardening out into the back alley, planting vines and sunflowers and grass seed along the railroad track for the edification of the passing stranger, while verbenas blossom around the trees outside the front yard along the curb unmolested by our friends, the town boys. Yes, Col. Francis Wayland Parker, you are what you name yourself, a propagandist, but plus the altruist, and we rejoice that the opportunity for establishing an "ideal school of pedagogy" rests in the stanch hands of one who openly loves flowers, and who points to the New Testament as the greatest book on pedagogy ever written. The Blaine School site has been selected near Lincoln Park, Chicago, accessible by the cable car lines, close to the academy of sciences, the park greenhouses and zoölogical collection.

Granville Stanley Hall was born in 1845, on the family hillside farm at Ashfield, Conn., where he grew and worked until fourteen. He attended Shelburne Falls Academy, going later to Williston Seminary, where he prepared for Williams College, graduating with the class of 1867. He next went to Union Theological Seminary, graduating in 1869, to go abroad for study in Bonn, Berlin, and other European universities. In 1872 he was appointed to the chair of philosophy in Antioch College, and married Miss Cornelia M. Fisher. In 1876 he became an instructor in Harvard, where he remained two years, going abroad again and devoting his entire time to psychology and biology. Upon his return in 1881 he was called to the chair of psychology of John Hopkins University, and in 1887 was called to take the presidency of Clark University, newly organized. In July of the present summer Dr. Hall was married to Miss F. E. Smith, of Newton, Mass., and having closed the summer school is now on the continent for an extended tour.

Professor Pappenheim, president of the German National Froebel Union, together with his entire family, have spent the summer touring in the Tyrol, making a study of the Andreas Hofer country and climbing the Bavarian Alps, as only this gifted nature-loving Froebel family know how to do. It was the editor's privilege to join this group in a Rhein journey in 1894, and we will always remember how they resolved the poetry, geography, legend and politics of the country into *Deutsche Kamraderei Gemütlichkeit*.

Mrs. Lucretia Willard Treat, principal of the Grand Rapids kindergarten training school, has divided her summer, as usual, between the large summer school in session at Grand Rapids, numbering eighty students, and the kindergarten department of the Bay View Assembly. The classes at Bay View closed August 14, but the Grand Rapids school continued until August 30. A fine series of lectures was provided for the Grand Rapids school during August. Denton J. Snider, of Chicago, gave a series of ten talks on Psychology and Shakespeare. Prof. Edward Howard Griggs, of New York city, gave four lectures on the following subjects: "Education for the Art of Life," "Work and Play in Education," "Use of Mythology in Education," and "Inspired Teaching."

Miss Bertha Payne, who has served for many years as assistant to Mrs. Alice Putnam in the training work of the Chicago Froebel Association, has accepted a position in the new Emmons Blaine School of Pedagogy. As the work in the new school does not open until the fall of 1900, Miss Payne is traveling and studying in Europe, visiting among other institutions the Pestalozzi-Froebel Haus of Berlin, and the Sesame House of London. Miss Payne, tho not a graduate of the old Cook County Normal School, spent several teaching years there, going into the public kindergarten work from there. After spending two years in the special study of children's music with Mr. Tomlins and others, Miss Payne became Mrs. Putnam's assistant, where she has remained at her arduous post for seven successive years. She will have charge of the department of kindergarten theory in the new Blaine School of Pedagogy. All graduates from this school will be required to take the kindergarten course.

Miss Fanniebelle Curtis, of the Brooklyn schools, summered among the Thousand Islands. Miss Curtis has been elected president of the Brooklyn Kindergarten Union. The Brooklyn public kindergartens, of which Miss Curtis has been supervisor for two years, are to be counted among the first rank. The kindergarten committee and Borough Superintendent Ward deserve credit for the progress of the work, so well begun by Superintendent Maxwell. During the past year (1) the kindergarten salaries have been increased; (2) the one session plan has been tested and proven successful, and (3) the system of mothers' meetings attracts national attention. When the International Kindergarten Union comes to Brooklyn next spring there will be pretty object lessons to show to the supervisors of other cities along these three important lines.

The Sesame House, London, was formally opened on July 6 by the Marchioness of Ripon, and under the supervision of Miss Annette Schepel. Many of the delegates of the International Women's Council were present at the ceremony. Addresses on the object of the Sesame House were delivered by Lady Isabel Margesson, Mrs. Charlotte Perkins-Stetson, Prof. Earl Barnes, and Mr. Holman, one of H. M. inspectors of schools. Mr. Holman avowed his belief that the experiment being inaugurated by the Sesame Club for home-life training would prove epoch making in the education of England. Prof. Earl Barnes, in speaking of the tendencies of state education both in America and England, professed his confidence that the Sesame House marked a departure that would supply a much needed corrective to the too distinctly bookish character, especially of women's education at the present day. Telegrams of congratulations were received from Mr. Sadler of the London Education Department, and from Frau Henrietta Schrader of Berlin, who holds Miss Schepel "especially gifted to realize and make practical the ideal of children's and young girls' education." Many American travelers have found their way to Sesame House during this past summer. Mrs. Ethel Roe-Lindgren writes of the beautiful grounds and rooms dedicated to the work, especially mentioning the extensive garden which is indispensable to a Pestalozzi-Froebel institution. Address, Sesame House, 43 Acacia Road, N. W., St. John's Wood, London.

Kellogg Hall is reported as one of the most attractive spots on the assembly grounds of Chautauqua, N. Y. It is the children's building, and during the summer has been a beehive of children and kindergartners. Over two thousand students were registered in the various study courses during July, while the attendance has been the highest in the entire history of Chautauqua. The parents' study class numbered fifty members.

Miss Elizabeth Harrison spent the summer in seeing her new book into print, which is a reminiscent account of her life among the foothills of Southern California with two little children, and the development which they gained from the constant use of the Mother-Play Book. Miss Harrison spent her leisure time in a little garden she is growing at the rear of her own home on Washington Ave., Chicago.

The New School of Method, which was conducted by the American Book Company in two sessions, the eastern at Hingham, Mass., and the western at Chicago, Ill., offered one of the finest lists of speakers and teachers that has ever been provided for summer school work. Among others, Prof. Felix Adler gave a course of three lectures for the ultimate end of education. The philosophical principles he touched were as follows: "That growth in freedom is the aim and end of human existence, and therefore also of education; and, second, that on the moral side this growth is achieved principally thru activity along the lines of our rational nature. That the doing of the deed is the necessary means for the ascertainment of spiritual truth: 'Do the deed and ye shall know the doctrine;' and that one of the chief objects of school and college education should be to ascertain the peculiar natural aptitude of the pupil and then develop him along the line of his aptitude."

Professor Davidson furnished one lecture at Hingham on the "Philosophy of Education," in which he maintained that: (1) "The end of all education, as of all life, is the evolution of the social individual in knowledge, sympathy, and will; (2) that the evolution of the individual is the evolution of an ordered world in his consciousness; (3) that ethical life depends upon the completeness and harmony of this world."

James L. Hughes, of Toronto, conducted the primary method course at the Chicago meeting, which was designed more especially for primary and kindergarten teachers, and has been pronounced very successful.

Howard J. Rogers, director of education and social economy of the United States Commission to the Paris Exposition, presented a paper at the N. E. A. on the subject of this country's exhibit at the great fair. The object of the paper was to call attention to the necessity for making an excellent showing of American educational interests for the inspection of the world. "The theory of public education in its relation to the state has advanced from the education of the few, at personal expense or church aid, to the education of all at state expense," said he. "The science of teaching has advanced from its chance dependence on the personality of the instructor to the certainty of skilled teachers trained in the principles and philosophy of education. The material development and equipment of the school have kept pace with the advance in architecture and hygiene."

THE Utica Kindergarten Training School, which was formed under the auspices of an association, and of which Mrs. Mary Stone-Gregory has been the principal for three years, has ceased to exist as private work, and is incorporated into the public training school (for teachers in Utica), to be known as the kindergarten department. As the training school receives state aid the tuition will be free to any residents of the state. The course will continue to cover two years, and applicants must hold a high school diploma with equivalent. Mrs. Gregory continues as training teacher.

DURING the year closing June 21, 1899, the number of children enrolled in the kindergartens under the direction of the Chicago Free Kindergarten Association was 1,505; number reëntered, 1,611; average daily attendance, 827; number of visitors to the kindergartens, 4 602; the principals made 1,828 calls

to the homes of the children; cost of materials used in the kindergartens, \$1,109.97; amount brought by children, \$986.82 (this by pennies and small contributions); 94 young ladies were enrolled in the normal department, 43 graduating from senior class.

Mr. Denton J. Snyder has been making a special study of the psychology of the Froebel gifts, and promises a book on the subject, the same to appear in the autumn. During August he conducted a group of Chicago Kindergarten College teachers and students in an informal course of this study, which was attended by Miss Harrison, Miss Glidden of Brooklyn, Miss McCulloch of St. Louis, and others.

The Next Great Event in kindergarten history will be the I. K. U. meeting to be held in Brooklyn. Make your plans now with this meeting in view, and we will mark the year 1900 with a magnificent kindergarten congress, and by so doing impel the movement well into the twentieth century.

Miss Jane Addams, of Hull House, Chicago, gave a fine course of lectures to the students attending the summer quarter of the University of Chicago. She also gave an address at the Tower Hill, Wis., young people's Sunday service August 20.

MISS ALMA L. BINZEL, for five years the kindergartner in the Milwaukee State Normal School, has been granted a year's leave of absence for rest and study. A part of the time will be spent in the University of Chicago, and a part in visiting the various forms of kindergarten work in Chicago and elsewhere. Her position will be filled by Lucy E. Browning of Elgin, Ill., a graduate of Mrs. Putnam's Training School. Since her graduation Miss Browning has spent a year abroad, studying at the Pestalozzi-Froebel Haus, and has been for three years a very successful director in one of the public school kindergartens in Beloit, Wis.

UNDER date of July 14, Miss Schepel writes to the editor from Sesame House, London: "This morning I have been reading and studying the KINDERGARTEN MAGAZINE, the numbers I have in my possession. I am delighted with so many articles. I love to look at the pictures, to read, to feel how earnestly you all are working. Such reverence for a child's soul I feel is in the work. I want the regular coming of the numbers, and will gladly send the subscription."

THE editor of the KINDERGARTEN MAGAZINE spent the summer at Gertrude House, with the exception of a refreshing fortnight at Tower Hill, on the Wisconsin River, where the songs of poets and of birds were each in turn a tonic and an "anointing oil of gladness." A two-minute conversation will reveal to any unwary listener her devout enthusiasm over this natural park of pine and birch.

DR. JAMES R. ANGELL is to give a special course of lessons on the psychology of "Stimulus and Response" before the Chicago Kindergarten Institute, beginning November 6, on Tuesday and Thursday afternoons, at the Gertrude House. This course is open to a limited number of kindergartners in addition to the regular normal class of the Institute.

MISS LUCETTA DANIELLS, registrar of the Teacher's College, New York city, together with Miss Kinney, principal of the domestic department, have spent the summer in Europe studying and resting. Miss Daniells deserves sincere recognition for her part in keeping the wheels of the Teacher's College moving during the past seven years.

MISS LUCY HARRIS SYMONDS, of Boston, spent the summer in the New Hampshire mountains near the village of Warren. She writes enthusiastically from Breezy Point of the scenery and invigorating air. Miss Symonds spent one week during the middle of July at Martha's Vineyard Institute, lecturing in the kindergarten department.

THE J. C. Witter Company, for many years the publishers of the magazine, *Art Education*, and other publications in the interests of art in the schools,

recently moved their entire business from 76 to 123 Fifth Ave., New York, ground floor, where, in addition to their publishing business, they will conduct a general art store.

MRS. HAIDEE CAMPBELL, who is the well-known trained colored kindergarten of St. Louis, attended the National Convention of Colored Women in Chicago in August, and read an able paper on "Why the National Association of Colored Women Should Devise Means for Establishing Kindergartens."

THE city of Neenah, Wis., placed itself on the progressive list last spring by organizing a public school kindergarten, in charge of Miss Eva B. Trelevan, a graduate of the Milwaukee Normal kindergarten course. Miss Trelevan's success was such that another kindergarten will be opened in the fall.

MISS MARY JEAN MILLER of Chicago attended the N. E. A. at Los Angeles, spending the summer in a Pacific Coast trip with her family. Miss Miller was favorably mentioned as president of the N. E. A. kindergarten department, but by California courtesy Madam Kraus was reelected.

MRS. MARY McCULLOCH, of St. Louis, spent a month in Chicago during the summer attending educational meetings, and resting from her multifold duties as supervisor of the 6,140 children enrolled in St. Louis kindergartens, and the 227 women students and teachers of the same.

THE Martha's Vineyard Institute kindergarten department was under the direction of Mrs. Clarence E. Meleney of New York. Miss Anna Bryan of Chicago was prevented by illness from conducting this work as announced, and spent the summer quietly at Geneva Lake, Wis.

MARSHFIELD, Wis., has likewise organized a kindergarten in connection with the public school system, with Miss Clara McPherson, of the Milwaukee State Normal, in charge. The fact that Miss McPherson has been reengaged for the coming year is proof of her success.

THE National Congress of Mothers changes its name to Parents' Congress, and will meet as such at Des Moines, Iowa, in 1900. For information address Mrs. J. L. Hillis, 1712 Oakland Ave., Des Moines, or secretary National Congress of Parents at Washington, D. C.

"THE uplift and inspiration brought into, not only my home, but the homes of the mothers of my neighborhood, American and Japanese, by the monthly messages of the KINDERGARTEN MAGAZINE, is immeasurable."—*Catherine Osborn, Tokio, Japan.*

MISS CECELIA ADAMS, supervisor of the public kindergartens of Dubuque, Iowa, spent four weeks at the Tower Hill school of the poets, conducted by Jenkin Lloyd-Jones. Miss Adams is one of the spirited, energetic, and wide-awake western workers.

MISS HELEN SHIELDS, of Rochester, but for several years active in the Chicago Kindergarten Club, Helen Heath Social Settlement, and Gertrude House, was married in June, 1899, to Wm. E. Church, of Rochester.

MISS ANNIE E. ALLEN spent the summer conducting a kindergarten in connection with the Chicago Normal Summer School, and giving a course of lessons on plays and games for kindergarten and primary grades.

AMONG the kindergarten training teachers who attended the summer kindergarten work at Chautauqua were Miss Mary C. May, of the University of Utah, and Miss Hester Stowe, of the Ypsilanti Normal School.

MISS FANNY CHAPIN, compiler of the "Froebel Year Book," has spent the past summer in England and France, and returns to take charge of the kindergarten department in Miss Vickery's private school, Chicago.

THE Chicago Free Kindergarten Association graduated a class of forty-eight students from their regular two years' course last June. The motto of the class was Jean Paul Richter's, "To truth belongs freedom."

MISS MINERVA JOURDAN, of Omaha, spent the summer in Chicago and New England.

MARQUETTE, ON LAKE SUPERIOR, is one of the most charming summer resorts reached via the Chicago, Milwaukee & St. Paul Railway. Its healthful location, beautiful scenery, good hotels, and complete immunity from hay fever, make a summer outing at Marquette, Mich., very attractive from the standpoint of health, rest, and comfort. For particulars apply at ticket office, 95 Adams St., Chicago.

WHAT a power the KINDERGARTEN MAGAZINE has become, and how it brings us in touch with all the great educational movements, and with each other as kindergartners. Truly you are to be congratulated.—*Anna E. Mills, Oskaloosa, Iowa.*

CHICAGO kindergartners will find Theodore Reese's studio at 12 Monroe street an attractive place for art photographs, framing of schoolroom pictures, artists materials and kindergarten supplies.

MISS MARTHA A. MCMINN, well known among western kindergartners, was married to Prof. Herman Schlundt at Milwaukee, July 27. Mr. and Mrs. Schlundt are to spend the coming year in Europe.

THE NATIONAL HERBERT SOCIETY met in Chicago in July, and prominent among the speakers were Prof. Albion W. Small, Col. Francis W. Parker, Charles A. McMurray, and Prof. F. J. Turner.

MISS EVA B. WHITMORE, superintendent of the Chicago Free Kindergarten Association, spent the month of August visiting the principal cities of Canada, and took the trip down the St. Lawrence.

THE Los Angeles, Cal., board of education, have announced a list of ninety-one kindergartners engaged for service in the public schools of that city during the coming school year.

THE Free Kindergarten Association of Waukegan, Ill., conducted two free kindergartens during this past summer, having secured the funds for the same thru interesting the citizens.

Gliedganzes, No. 3, June, 1899, comes edited and published by the students of the Chicago Kindergarten Institute. A wholesome enthusiasm pervades its recordings.

THE women citizens of Pasadena, Cal., have been conducting a splendid campaign for public kindergartens, and we prophesy that they will endure to the end.

MR. DANIEL BATCHELLOR, of Philadelphia, conducted a nature school for girls and boys at Greenacre-on-the-Piscataqua during the summer.

THE author of "In Tune with the Infinite," Mr. Ralph Waldo Trine, was one of the active workers at the Greenacre, Maine, summer lectures.

MISS HARRIET H. HELLER, director of the Froebel school of Omaha, spent the early summer in institute work and August in study in Chicago.

MISS PATTY HILL of Louisville attended the conference of play at Springfield in June, and spent the summer in New York city settlement work.

THE kindergartner gets more out of life and makes more return to life for less money than any other teacher.—*Professor Cook, of St. Louis.*

I HAVE enjoyed the KINDERGARTEN MAGAZINE during the past year better than ever before.—*Fanny A. Smith, Bridgeport, Conn.*

THE Colored Woman's League of Washington graduated in June from its kindergarten training school a class of six colored women.

THE McCowen Oral School of Chicago graduated five training teachers for the work with the deaf during August.

MISS CAROLINE T. HAVEN, president of the I. K. U., spent the summer resting at seashore and on mountain.

MISS ALICE TEMPLE, of the Chicago Free Kindergarten Association, spent the entire summer in Berkshire Hills.

EVANSTON, Ill., has just purchased two lots for public school playground purposes at an expense of \$13,500.

DR. F. W. GUNSAULUS, president Armour Institute of Technology, spent the summer in Europe.

MISS ELEANOR SMITH, composer of "Songs for Little Children," spent the summer in Europe.

SOME FRESH BOOKS AND WHAT THEY CONTAIN.

ITEMS OF GENERAL INFORMATION.

"American Education at the Paris Exposition" is the first authentic article on the subject, and appears in *The Outlook* for August, 1899, written by Howard J. Rogers, of Rochester, the director of this department. Mr. Richard Waterman of Chicago is the secretary of the department of education and social economy for the Commissioner General of the United States to the Paris Exposition of 1900.

The kindergarten as a pedagogical scheme received its usual gentle, by-incisive "criticisms" from several distinguished school men, who had the courtesy of the kindergarten department platform at Los Angeles. Mr. Earl Barnes also, at the London Froebel Society, took valuable time to discuss the weakness of Froebel disciples, as did also several speakers at the Illinois Child-Study Congress. Gentlemen, how much longer will you look upon the failure of methods and persons, and close your eyes to the kindergarten movement as educational phenomena pure and simple?

The twelfth annual educational number of *The Outlook* justifies itself. An editorial statement is made to the effect that the dominant tendency of the hour is that education must be dealt with as a whole, and that it must be based upon a sound philosophy.

"Perhaps nothing in the present situation promises more for the future than the awakening of the home to educational self-consciousness. A great many men and women are discovering, for the first time, that education begins in the home; that the home is the first school, and in certain respects the most important; that the child, from its earliest years, ought to be regarded by the father and mother from the standpoint of its spiritual development; and that the home must stand behind the school and coöperate with the teacher if the best results of education are to be secured. It is at this point that the kindergarten movement, with its mothers' classes and its broad and vital conception of education, has made a great contribution to the educational awakening in America. The number of mothers who are looking at their relations to their young children from the educational point of view is steadily increasing. Mothers' classes, which were once organized largely for the benefit of women supposed to be ignorant of the primary duties of motherhood, are now being sought by women who have had every advantage of general educational and social training, because it is seen that no position in life involves a more thorough preparation than the position of a mother. The progress of the kindergarten, commented upon in these columns not many weeks ago, need not be interpreted again, but must not be overlooked in any survey of the educational conditions. That movement shows the advent and advance of a more vital and spiritual conception of what education must be in the life of a great community."

"Stick-and-Pea Plays," by Charles Stuart Pratt, comes from the Lothrop Publishing Company, bringing seventy working designs of this occupation which the kindergarten has made universal. Mr. Pratt adds a valuable word to parents and teachers on House Play for children, which he says should be educational pastimes as well as entertaining occupations. The Stick-and-Pea plays are arranged for each month, with happy and picturesque suggestions of nature studies as well as manual dexterity. The chapter on yacht building is as delightfully attractive as the brave little skeleton yacht itself when finished, and the youngsters are initiated into the use of nautical terms, such as jib-boom, sheet and bowsprit. "Now your yacht is completed, and if you will make another you can play at the great yacht races between England and the United States—and if you can find a tiny acorn cup, you can play it is the silver cup the yacht America won from England years ago, which is called 'the America's cup,' and which is still the prize for which the fastest yachts of the two nations are raced. If a boat with sails is too hard for you to build, and you would like to make a simple rowboat instead, or if you can build the yacht and would like a rowboat too, you can make it like the hull of the yacht, and stop there."

THE weekly *School Journal*, published in New York city, celebrated its silver anniversary by issuing a beautifully illustrated number of 128 pages under date of June 24. It contained a sketch of the educational work carried on by the publishers, who regularly issue seven periodicals devoted to teaching and education generally, and important articles portraying the wonderful progress made in all divisions of the educational field in the last quarter of a century. The present editor, Mr. Ossian Lang, is a Pestalozzi-Froebel friend, and has lifted his pen and voice vigorously in behalf of our kindergarten movement. Help us secure kindergarten legislation in at least thirty noble states of our Union during the next five years. Our congratulations to the father of the Kelloggs, as well as his son and son's son, who are all members of the working force of the *School Journal*.

THE *Pratt Institute Monthly* for June printed a valuable and comprehensive list of books, aiming to be of service to the questioning students of the regular mothers' class and kindergarten departments. This list contains story books for boys and girls, for young girls, for little children; nature books, animal books, birds, for mothers; Mrs. Sangster's list of books for parents; educational kindergarten subjects; monthly magazines. There is also a list of home games, puzzles, toys, gymnastics, home employments, pictures and music. The omniverous modern mother is soliciting many such helps from her sympathetic coworkers, the kindergartners.

"Die Spiele der Menschen," by Karl Gross of Jena, is a magnificent companion volume to the "Spiele der Thieren." The latter has been translated with the author's coöperation by Elizabeth E. Baldwin, and published by D. Appleton & Co. Surely the subject of play is having its day.

The best book of educational quotations is that compiled by David Kay, called "Education and Educators," published by Keagar, Paul & Co., London. This is good for the kindergarten library.

No less authority than John Ruskin recommends Lear's "Nonsense Book for Children" as the best child's book.

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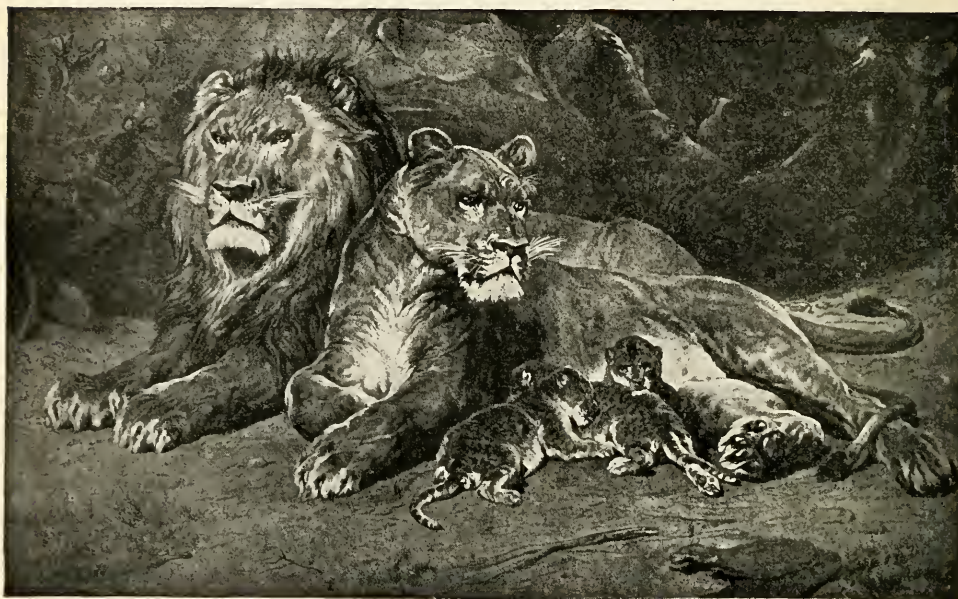
FRIDAY, August 11, closed the fourth season of the Chicago Vacation schools in a picnic and play festival held at Culmston

PROFESSOR HANUS, of Harvard, presents his educational views in a new volume published by Macmillan & Co., called "Educational Aims and Values." Price \$1.

"Love and Law in Child Training" is the appealing title of the new book by Miss Emilie Poulsson promised to mothers during September.

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Be sure to mention **KINDERGARTEN MAGAZINE**.







TYROLESE GROUP, by F. Defregger.



# KINDERGARTEN MAGAZINE

*Vol. XII.—OCTOBER, 1899.—No. 2.*

NEW SERIES.

## NAUGHTY CHILDREN.

ELMER ELLSWORTH BROWN, UNIVERSITY OF CALIFORNIA.\*

WHETHER a child is really naughty or not, in any given instance, depends on the point of view. The most of us can remember times when we ourselves were called naughty by censorious elders, altho to ourselves we were nothing of the sort. If our command of language had been equal to the tumult of our feelings we should have said that we were deeply injured; we were engaged in the endless battle for human rights and our elders were arrayed against us. For myself—I will not presume here to speak for others—I can remember other instances in which I was fully conscious of my own naughtiness. I wanted to be naughty, and doubtless I succeeded admirably.

Let us see what it means that the child sometimes thinks he is injured when those who are better informed call him naughty. Our goodness and badness arise out of our relations with other persons. The type of all badness is selfishness. Badness is essentially the exalting of the lesser above the greater; the preferring of the immediate interests of the one or the few to the permanent good of all. So our goodness is not merely an abstract purpose or intention of doing right; it is conditioned by our knowledge, and by our ability to personalize our knowledge—to bring it home to our real human life. The naughty person contents himself with the narrow view of what he himself or his immediate circle wants, and wants now. The person who is less naughty takes into account what is good for a larger circle of persons; and not only what is (apparently) good for them now, but what will be good for them in the future as well. Now, the view of little children is not only narrow but fragmentary and

\*Read before the N. E. A. Kindergarten Department in July, 1899, Los Angeles.

perpetually shifting. One of them will be found now self-centered to the last degree, ready to sacrifice everything in the world, whether belonging to himself or to others, in order to gain possession of a mess of sticky candy; again the same child will seem to take a view perfectly chimerical in its breadth and elevation. There are times when a child sees so clearly the immediate object of his desire, and is so blind to everything else, that whatever hinders him from its enjoyment seems to him the height of tyranny. The sense of injustice rankles like poison in the minds of many children. I can remember hardly anything else that stirred me so deeply in my own childhood. The problem of the teacher at this point is the problem of leading the child out into the larger view; and the chief difficulty which presents itself is the difficulty of coming down to a sympathetic recognition of his present limitations without cheating him of his right to training for higher things.

The place of the school among the institutions of society may give us a suggestion here. The school stands, in a sense, midway between the home and the state. The child, to be sure, is at the same time a member of the school, the state, and the family; but the day that he first goes to school is the turning point in his life. It is the day that he takes his first great step from a life in which his home is all in all toward a larger life in which the complex of relations, which we call the state, will become real and significant for him. His home has been for him the ordered universe, surrounded by a chaos of things that have no father and mother. He has had some glimpse of other families, to be sure, and has very likely learned to fear the policeman; but for the most part the outer world is an unexplored wilderness. It has not yet dawned upon him that the family, which is his world, is constituted and protected as a member in a larger society. The school, and particularly the kindergarten and the primary school, is for him an intermediate stage by which he may be led gently and surely to a consciousness of his wider relationships. It shows him a society in which there is a head who is not father or mother; in which there are other pursuits and other rewards and punishments than those of the home; in which his duties, aims, associations and enjoyments are different. It is a great mistake to suppose that any school should be "just like home." It discharges its function only in being unlike a home. To bring the child into

new relations, and take him out of his absorption in the interests of a very small circle, is a part of the real business of the school.

This statement should, of course, not be taken to imply that the school must break suddenly and sharply with the home. Such a change would be disastrous to the peace of mind of some children and to the manners and minor morals of others. But the school certainly should enlarge the range of the child's interests and duties.

Such a change involves a great deal of readjustment. The new interests are not to be substituted for the old, but added to the old. The old interests are to be newly interpreted in the larger experience of the child. Things that were pleasing and satisfying in the home before will now take a lower place in the child's estimation; and *vice versa*. With all these changes, he will find that things which were not regarded as naughty before are now very naughty indeed. Altogether, the transition involves much that is painful to the child, to his family and friends, along with much that is delightful; but it is the delight and pain of enlarged experience.

The difficulty of this transition brings into sharp relief all of the defects of early training in the home. Sound moral training shows itself, too, in various ways. One of the evidences of such soundness appears in a kind of moral plasticity. It is possible for a child of five or six to have become somewhat hardened in wrong courses of conduct. Such hardening appears when some one narrow set of interests, usually in the nature of self-indulgence, gets the mastery, unchecked by other strong interests, or by the growing sense of obligation. Most children come up to school age without any such single overmastering interest. They like good things to eat, like to see new and strange sights, like to hear wonderful stories, like to use their limbs in all sorts of free play, like to make things (or still more, perhaps, to unmake things), like to play with other children, like to be praised, and like a great many other things; but each of these likings is kept from becoming inordinate by other counterbalancing likings which are growing up with it. I think those who observe children closely are often struck, for a single example, with the fact that the liking for sweets and other toothsome things, while it may be present clearly enough, does not in normal children run riot and dominate over other interests. This

checking of single interests, so that no one enjoys a full mastery, is what I mean by the moral plasticity of a school child. Whatever partial hardening of tendency the child may have brought to school with him speedily appears in some form of naughtiness. It may be the sense of private ownership has become unduly strong in one. If he is the only child in a well-to-do family, his unwillingness to share with others may not have been noticed before; but in the school he is surrounded by many others, and good comradeship and peace are possible only if the spirit of free coöperation is abroad. The child whose care for the things he calls his own is carried to an extreme soon comes into collision with other children, and the teacher has a case of naughtiness to attend to which the child does not at first understand to be naughtiness at all.

One great service, then, which the school must do to the child, is to give him a larger and clearer view of what is right and what is wrong.

I would not be understood as saying that this is all. There is another sort of hardening which is sometimes to be observed even in children of four or five—a kind of set determination to follow their own choice, even tho they already know, more or less vaguely, that it is wrong. I suspect that even in the most extreme cases of this sort, a clearer understanding of the difference between goodness and badness is one large element in the correction of the wrong. But it is not all. The disposition to do what is recognized as right must be strengthened, the habit of right action established. "Childhood is the time for rules and mechanical drill in the habit of obedience," as Professor Coe remarked in his paper on "The Morbid Conscience of Adolescents." Should obedience be required in the kindergarten? Yes, if the kindergarten is a human institution. In all the other institutional relations into which they enter in life the children will find laws which they are to obey, and compulsion in some sort or other to insure obedience. If the kindergarten does not have this wholesome and necessary element it does not prepare for the real world of institutions into which these same children are to grow.

We speak, properly enough, of childhood's rights. One of the most sacred of these is the right to be taught the lesson of obedience.

But let us return to the consideration of such naughtiness as



results, in large measure, from ignorance of new relations which have arisen in the life of the child. Every little while some new experience brings home the conviction that the lack of knowledge has a large place in the badness of children. A striking illustration appears in the story of a child taken from a home for infants, as told by Mary Florence Munro in the *Educational Review* for last November. "She had a vivid imagination," says the narrator, "which, joined to weak perceptions and strong love of approbation, made her a trueborn liar, if ever a child could be called one. . . . She was such a loving little soul; she wanted to do so exactly right, and was always so penitent, that it seemed hard to find the secret of the trouble, until one day, when an unusually grave lecture had been read to her on her besetting sin, she quavered out, 'But what is truf?' . . . The lectures were cut short, and it was taken as an accepted fact in the family that it was hard for their baby to tell the truth, that everyone was trying to help her, and that little Mary was trying to learn to see things and then tell them exactly as they were. . . . Often at first, when there was some doubt as to the truth of some statement, the listener would placidly inquire, 'Did you think that time, little girl?' When she would reply, 'I don't fink I finked it quite right that time, but it was like vis,' when the correction would be received with, 'I am so glad you told it straight this time; keep on trying and some day you can tell it right every time.' At eight years of age she was a truthful child. I find something very touching in the picture of that little one asking in all seriousness the question which Pilate asked with flippant cynicism long ago. It surely suggests the need of patient and sympathetic instruction in the meaning of morals . . . a need not unknown to children of a larger growth."

The saying, "All things whatsoever ye would that men should do to you, do ye even so unto them," has a depth of wisdom which is hard to fathom. It lays decisive emphasis upon that sympathetic entering into another's point of view which is the root of much that is finest in our courtesy and morality. It is the spirit of this saying which has so wrought upon the people of modern Christendom, that the most impartial historians see a great change coming to light within the past two or three centuries, men becoming less cruel, more sensitive to the sufferings of others. Some children develop a morbid sensitiveness to others'

woes at an early age; but for the greater number there is much need for the patient teaching at this point. They need to put the discomfort and injury which they cause alongside of that which they themselves have suffered, in order that they may realize that their own conduct is wrong. It takes skillful teaching to do this without overdoing it; and one chief element of such teaching is timeliness. The right word at the right moment will give to many a child a new and enlarged view, and so help really to begin taking account of others' good as well as of what he believes to be his own.

It is always in place to caution teachers against assuming that a given appearance is naughtiness without stopping to see what has caused it, and this may be taken as the moral of my paper. Those who work in charity kindergartens in the poorer parts of our cities well know that strange conditions may be found at the bottom of even a five-year-old's seeming perversity. Lack of food, lack of sleep, whisky, vicious surroundings at home as well as on the streets, the lack of common cleanliness, and a hundred other things, are all too common discoveries which reward their inquiry. When children come from the homes of the well-to-do different causes are found to be at work, causes sometimes quite as productive of naughtiness as those noted above. A particularly difficult condition to deal with is that in which the parent comes to the teacher to ask for special indulgence for a child who is already suffering from over-indulgence at home. In fact, the school has much to do in correcting, unobtrusively, let us hope, the mistakes of home training.

We should add in all humility that there are homes in which much is done to correct the errors of school training. The teacher needs not only to look to the genesis of naughtiness in any given instance, but also to guard against calling that naughtiness which is not really wrong. The reading of history should make us thoughtful on this point. We know that men have been punished again and again by legal process for acts which we see now to have been evidence, not of criminal intent, but of the most exalted virtue. If the little histories of the schools could be fully written they would show sad instances of children's being made to suffer, not for the wrong, but for the good that was in them. The school and the state must enforce wholesome order with firmness and decision, but many mistakes may be prevented in

both the school and the state by the exercise of great care to distinguish goodness in the making from fully accomplished wickedness.

A clear appreciation of the fitful and spasmodic elements which appear in the process of human development is of use at this point. It is safe to assume that no child is distinctly and finally naughty. He may be guilty of naughtiness, but you cannot read his character from single acts. There was nothing that I rebelled against more strongly in my childhood than the summing up of my character in this way. I neglected something that I ought to have done, and was told that I was the most heedless boy that my accuser had ever seen. I admitted the neglect in the given instance but swelled with indignation at being called a heedless boy. I remember trying to voice my protest, but was unable to frame it in words. I did not know just what my objection was, but I felt it all thru me in a tumult of passion and rage. As I look back on it now it seems that I was trying to say: "You must not generalize me into a bad boy because I have done this one bad act." And I believe now that the boy was right. Children do many naughty deeds which have only an imperfect, embryonic connection with the rest of their embryonic natures. Do not classify them in the light of such isolated deeds. The time has not come to separate the sheep from the goats, and you are not charged with making such division. Above all, in what you say to a child, and in what you say to others about him, distinguish sharply between condemning his naughty acts and calling him a naughty child.

These few suggestions fall far short of going to the root of the matter, but that certainly is not expected of me today. I merely offer a few notes on a question of deep significance. One thing more I should like to say before closing. I have had occasion elsewhere to hint that the man should not utterly outgrow the things of his childhood. That the child should have to do with some things of lasting significance in order that there may not be that break of continuity between childhood and manhood which makes it so easy for some to leave behind their childhood's nobility as well as their childhood's puerility. With this in mind it appears especially important that the standard of goodness and badness set before children shall not be petty, external and artificial, but that they shall point unmistakably to the standards of

the highest living. If a child is taught to believe that naughtiness consists in the transgression of minute and arbitrary rules he must either break violently with his past in the process of growing up, or grow up into a narrow or artificial manhood, and either of these results is by all possible means to be avoided.

The teacher, then, must have real human sympathy with little children on their way from babyhood to manhood if he is to deal justly with their naughtiness. We have, all of us, much to learn in the domain of morals. Our own ignorance and moral immaturity should teach us to be very patient with these little ones. There are some lines of Coventry Patmore's which often come to me to reënforce this lesson, and with these I will close:

“My little son, who looks from thoughtful eyes,  
And moves and speaks in serious, grown-up wise,  
Having my law the seventh time disobeyed,  
I struck him and dismissed with harsh words, and unknissed,—  
His mother who was patient being dead.  
Then, fearing lest his grief should hinder sleep,  
I visited his bed, and found his lashes yet, with his late sobbing, wet.  
Then I, with moan, kissing away his tears, left others of my own;  
For on a table, drawn  
Beside his bed, he had placed within his reach  
A box of counters and a red-veined stone;  
A piece of glass abraded by the beach,  
And six or seven shells;  
A bottle of bluebells,  
And four French coins, ranged there with careful art,  
To comfort his sad heart.  
So when that night I prayed  
To God, I wept, and said,  
Ah, when we lie at last with tranced breath,  
Not vexing Thee in death,  
And Thou rememberest the toys that made our joys,  
Then, fatherly not less than I,  
Who am molded out of clay,  
Thou'lt leave thy wrath and say,  
I will be sorry for their childishness.”

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Place advance orders of Elizabeth Harrison's new book, "Two Children of the Foothills." Kindergarten Literature Company, Fine Arts Building, Chicago.



## KINDERGARTEN LESSONS FOR MOTHERS.\*

MARION B. B. LANGZETTEL, NEW YORK.

### I. FIRST BALL PLAYS.

PERHAPS the phase of childhood which is least intelligently understood is the unconscious period preceding self-expression. This period corresponds to that of the seed as it lies underneath the ground, when as yet nothing exists but the conditions for its growth. The process which goes on is one of absorption and assimilation. The seed drinks up the moisture and absorbs the warmth of the sun. When it has assimilated all it needs it bursts its shell, and behold! a new form appears. Our seed is no longer the little round thing we planted. It has added root and stem, and has begun its life journey toward leaf and flower, fruit and seed.

In something the same way can we trace the beginnings of human development. Long before the child can speak the mother bends over her little one and pours into his untrained ear all the sweet nothings which every mother knows. They are the unconscious expressions of her own heart, and while she well knows they are not understood as words, she feels a necessity for their utterance. She dimly realizes that they feed her baby even tho not yet comprehended, and she believes that some time this child will understand in a fuller sense all that words fail to tell him now. She believes in his capacity for speech long before speech develops. She believes in this period of absorption and assimilation in her child's nature as thoroly as her gardener believes in his garden seed, and hence she watches and nurtures the yet unfolded life, unconsciously, sometimes unwisely.

Froebél says it is in the imperceptible attainments and perceptions that the foundation of a child's development is laid. If this is true we must lay these foundations strong and firm, remembering that they must serve as a basis for all future education. We must also keep them simple enough to be within reach of the yet untried power.

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\*Mrs. Langzettel, formerly of Pratt Institute, will contribute this series of articles for beginners, and will answer all questions sent thro the columns of the KINDERGARTEN MAGAZINE.

On the one hand we have our child, on the other the world into which he is born; at one end stands our yet unfolded life, at the other that destiny which it is born to fulfill.

How shall the connection be begun between the two that development may go on uninterruptedly. How may we nurture the imperceptible that it may reach its full maturity? One instantly realizes that this is preëminently the province of the parents. May we not find that they who will may consciously supply much which this early period demands?

In Froebel's "Mutter und Koselieder" are given many of the songs and games which are often played by the parents. Here, too, are traced clearly the steps in the growth of childhood, with hints and suggestions for further development. Here we find also a full exposition of the fundamental principles governing each incident. This forms a good basis for the Parents' Child-Study.

In this series of articles we shall deal more particularly with the toys and occupations of children at the nursery age in connection with the later kindergarten years. We shall give such practical hints and suggestions as have been found of actual use among mothers in home life with appropriate rhymes and games. We shall look for a similarity between the natural playthings which the mother selects for her baby and the Gifts and Occupations of Froebel.

In Germany one soon comes to believe that a ball and a pile of sand are the natural heritage of every child. One sees on every corner children with a red knit bag suspended from the neck. In this bag is a ball varying in size to meet the age of the owner. Every baby who can toddle has also a little tin pail and tiny shovel, with which he takes great delight in the many piles of sand along the streets and in the parks. Near by is the mother or nurse knitting and chatting with a companion similarly employed. Out-of-door life, companionship, and self-activity are found in old and young thruout Germany.

Surely Froebel chose a good country in which to make his observations of natural life between the mother and her babe.

Watch almost any mother with her little baby and you find a surprising uniformity of action. Pat-a-cake, Peek-a-boo, and many other similar games are well known in almost every home, be its occupants rich or poor.

The first few months of a child's life are devoted to regular hours for sleep and food, these gradually changing as growth and digestion demand. A little later the baby does not sleep so long; he throws his little limbs vigorously about and his eyes rove to and fro around the room. The mother slowly passes a handkerchief, or some other object, before the baby's face to see if this is only muscular movement, or if his eyes will really follow the moving object. Later still she waves her hand when she goes out of the room, and says: "Bye, bye! bye, bye! These and other little plays she tries in response to her baby's need. It seems as if the eye of the child was beginning to demand a new mental food, just as his body demands stronger physical food. One essential characteristic found in all these first natural plays is activity. Underneath all the objects which seem to attract the child's attention is movement. The child begins to notice the waving of the leaves on the trees, the running of a dog or horse, the coming or going of a person within his range of vision. This seems to be an early and easily distinguished point of contact with the outside world; this world which he is to master and to know; this world which is so beautiful in its form and color, its movement and rest. Looking again at our unconscious mother we see her produce a worsted ball of many colors, an ivory ring with bells, or a simple rattle. She moves one or more of these objects up and down before this, perhaps restless, child, and tries to have him grasp one in his tiny hand. If this fails, and she is very busy, she produces an article known as a "comforter," consisting of a rubber nipple attached to an ivory ring, places it in his mouth and contentedly attends to her work. [I counted twenty of these "comforters" in a half hour walk the other day, and right here I should like to ask you all to join me in a crusade against their use. The disagreeable action of the mouth and the constant washing of the stomach with saliva, thus diluting the natural digestive fluids, are only a few of the many objections to their use.] Many mothers seem to realize the necessity of meeting this restlessness on the part of a child with movement, and his desire for activity with a plaything which is easily moved, hence her selection.

Let us turn to Froebel and see what he has chosen. He, too, selects an object full of activity, and one which may unify the many impressions received from the many moving objects—a

soft worsted ball, of a size to fill the hand of the baby, made of some bright standard colored wool and having a detachable string. It is much the same only more simple, because one pure color. He would use the ball, first, that the impression may be the same in every position from which the child views it. He would have it soft, to respond to the grasp of the baby hand. Thus, as it were, he takes the mother's natural toy and clarifies it with his deeper knowledge and clearer insight into the progressive steps of a child's later mental needs. He does also more than this. He shows how the mother may intelligently use this toy by making definite each play which she tries with the child.

"Up, up, up—down, down, down"—sings the mother, as she raises and lowers the ball before her child.

"Up it goes as red as a rose. Down it comes on the baby's thumbs," she sings, as she playfully suits the action to the words.

"Tick, tock—tick, tock, hickory, dickory dock!" again says the mother as she swings the ball from left to right.

"Ding, dong—ding, dong—ding dong dell," as she moves the ball from front to back, or—

"Round and round, oh what fun,

Baby watch this (little ball) run," [Kitten]

as she gayly whirls it round like the wheel on the cart, or the kitten after its tail.

"Now my little ball does not move at all," at last sings the mother as she holds the plaything tight within her hand.

All things which move, move in one of these directions. Hence with this in mind the mother may not less playfully, but more intelligently, make her first plays serve as a point whereby some phase of the outside world may become clearer to her child.

The words and music should be a spontaneous expression born of the moment and used simply to explain the action.

Be careful that these plays do not degenerate into simple amusement in which the child has no part. Be sure you allow the child to exert all the strength which he possesses to reach the ball before you place it within his hand, for effort is the law of all growth. Many repetitions are necessary to form clear ideas.

It is well to have this plaything out only a part of each day, and let there be a joint ownership. Let your play end naturally, and not abruptly, that your child may look forward with ever-increasing pleasure to mother's play hour.



The color, form, and rolling movement of the ball will suggest innumerable games, to some of which we may refer later. Above all be natural. Do not force your child, and do not expect results.

In this way the child begins to feel within himself a certain satisfaction, as thru repeated repetition of these simple plays day after day he comes to recognize each as distinct and separate from the other. He begins to find a power within himself as he learns first to hold his tiny ball and gradually to move it to and fro. Out of uncontrolled action is born a tiny tendril of self-control thru the mastery and guidance of his plaything. Now as mother sings up and down, and round and round, the baby delights to follow with his ball, or as baby swings it to and fro the mother sings her little song, and all this helps him to know his own action.

And so from these almost imperceptible steps in feeling the child reaches out day by day to clearer thought and more definite deed.

The inner satisfaction which he feels by having each phase of his nature fully and completely met at every period of its growth may be a potent factor in laying a foundation of faith in his parents and peace within himself. Hence his spiritual nature may be nurtured side by side with his bodily and mental needs, and increase in due proportion.

Hanover, Germany.

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### MY HICKORY FIRE.

O HELPLESS body of hickory tree,  
What do I burn in burning thee?  
Summers of sun, winters of snow,  
Springs full of sap's resistless flow;  
All past year's joys of garnered fruits;  
All this year's purposed buds and shoots;  
Secrets of fields of upper air,  
Secrets which stars and planets share.  
Light of such smiles as broad skies fling,  
Sound of such tunes as wild birds sing;  
Voices which told where gay birds dwelt,  
Voices which told where lovers knelt;  
O strong white body of hickory tree,  
How dare I burn all these in thee?

—*Helen Hunt Jackson.*

## FEARS OF CHILDHOOD DISCOVERED BY A MOTHER.

ANNA PIERPONT SIVITER, PITTSBURG.

**I**N studying the fears of childhood this fact impresses itself more forcibly than all others, that fear is contagious. A child is almost absolutely fearless until fear is communicated to it by some outside influence. An early recognition of this fact by mothers may save their children a world of suffering. Whenever fear is observed in a child its cause should be immediately sought after. The disease of fear should be as carefully guarded against as that of scarlet fever or smallpox.

This theory of fear will be illustrated by the history of the first ten years of the lives of two children. The cases are those of a mother and daughter, and are strictly true. The father of Margaret, the first child, was known among his fellows as an absolutely fearless man, both physically and morally. Her mother had far more than the average amount of courage credited to women. It is doubtful if little Margaret ever heard her mother express fear of anyone or anything. Hence, if heredity played any part in the child's character, she should have been courageous. Instead, she was an arrant coward.

Margaret was not afraid of people, for her father occupied an official position which brought her constantly in contact with every class of citizens. "Send the children down to the parlor before dinner," her mother would say, looking in at the nursery door, "General Blank will be here; and Margaret, dearest, you may make him a buttonhole bouquet. He was the hero of Fort Fisher. I will tell you of that wonderful battle if you would like to hear."

Naturally, when Margaret went to meet the guest her mind was full of his bravery, and what she could do to entertain him. She had no thought of what he would think of her, and so she had no fear of him.

This fearlessness extended even to the lower classes. Criminals were not frightful beings to her. She had often seen the mothers and sisters of such men weeping as they pleaded for the pardon of some "dear, dear boy," who had always "been led

astray." And in time all thieves and robbers, and murderers, even, became someone's "poor, dear, bad boy," and pity, far more than fear, stirred her when she thought of them.

But little did her busy mother dream, when the pretty, smiling nurse led Margaret upstairs, how the child was hurried by the admonition, "Run quick, Margaret! There's a big black bear coming after you." How indignant the mother would have been if she had known when her child was tucked into bed it was told: "Now shut your eyes, Margaret, or you will see a long, white ghost that is standing behind the curtain; and don't get up, or a black dog will catch your feet when they come over the edge of the bed."

O the trembling terror of the night! How black and bleak it was! And sometimes, when she listened, she could hear the ghost. It moved, oh she was sure it moved, close to her! Is it not strange Margaret did not go wild with horror instead of only growing into a trembling, nervous child?

Margaret learned to fear all animals. A dog would bite her, a cow could hook her, a cat might scratch her, bees stung, horses kicked, and birds—well, her old negro mammy assured her, "Don' yo' eber let a bat ketch yo', honey. Dey'll claw right inter yo' brain mighty quick." And bats were so closely allied to birds, in time she feared even them.

Then there were worms. Of course she was afraid of worms. Had she not found a little round white one in an apple once, and examined it with the deepest interest as it lay in her soft, rosy palm? Alas, her governess saw it, and cried: "Oh, Margaret, drop the nasty, nasty worm! Drop it quick or it will bite you." Henceforth worms were added to her black list of things to be shuddered over and feared.

But snakes! Now live snakes had not yet been introduced to the little city lady when she went on her first visit to dear grand-mamma, who lived in a house with acres and acres of woods all around it. There was a beautiful picture-book in the library at home that was full of snake pictures, and Margaret and her little brothers had often traced with their chubby fingers the shining lengths of the pictured reptiles. So she knew a snake quite well. One day a long glittering length of burnished silver and gold slid before her thru the shining grass, and with a scream of rapturous delight she seized it. How hard it was to hold the

glittering, twisting, slippery thing; but she held it, and, covering it with her apron, ran with it to grandmamma's room. Then fairly dancing with delight, she dropped her treasure in that peaceful, bewildered old lady's lap. It is hardly necessary to say what happened. The screaming grandmamma, the sobbing baby, scolding nurses, and another bugaboo added to childhood's terrors.

Of course Margaret was afraid of thunder-storms. Lightning struck people, and the butler knew a dreadful story of a little girl the thunder had killed, and oh, it was a terrible thing to die. Poor little girl! This last dreadful fear she learned at church. It was on that unfortunate Sunday when her father told her mother Margaret was quite large enough to go alone with him, and so she went—so proud, so happy, to sit with papa in the pew and be a big girl. Why did the minister, looking directly at Margaret, read that verse: "All liars shall have their part in the lake that burneth with fire and brimstone, which is the second death?" Alas, alas! why was her mother too tired to talk with her little girl that night; and why, as her nurse put her to bed, and the child questioned her, did not some guardian angel interfere and save the child (O the pity of it!) from being told of purgatory before she knew of heaven? Think what that meant to a sensitive little one!

And now she asks no more questions. Fear laid his hands upon her lips and she was dumb. And so at ten years old we leave Margaret, utterly fearless so far as people are concerned, but a rank coward about everything else. Animals, thunder, the dark, ghosts, wind and rain, life and death—all sources of terror. The first ten years of her life darkened by the dread presence of fear, and all this terror brought to her by others far older and wiser than she.

Fifteen years later the King came to Margaret's home and "placed the crown of motherhood upon her." As she looked into the beautiful placid eyes of her baby she prayed no shadow of servile fear should ever dim their sweet, pure depths. Fresh from the hand of the Lord how trustful and loving, how fearless they were! Would that she might keep them so. They called the baby "the Princess," so highborn was her fearless look, so queenly was her bearing, so sweetly and completely did she rule over their hearts. She was a fine, healthy child, and Margaret saw with delight the baby had inherited her own love for humanity. No face smiled at "the Princess" that did not find an answering smile. No arms



were held out to her into which she was not ready to spring, kicking and crowing with delight. She knew, the little queen, every human heart was a fresh field for conquest, and there is no weapon like a baby's smile.

As "the Princess" grew her mother saw for a long time no signs of fear, but one evening the baby, who was just beginning to toddle thru the house, drew back from the doorway of an unlighted room. "Dark, dark," announced the Princess, and then her mother knew Fear had reached forth his gaunt hand for her darling, and if she would save her the battle must now begin.

"The happy dark," she said quickly, and, entering the room, she laid a lump of sugar on the window ledge. Coming back she said: "I'm so sorry my girlie doesn't like the dark, for there is something good on the window in there for her," and the Princess forgot she was afraid in her desire to hunt for the candy. The next day a wonderful new game called Blind Man's Buff was played, and what a world of fun it was groping about in the dark after papa. And then papa discovered such a funny way to play the same game, in a big, dark empty room upstairs, and every night for a week they went there and chased each other in the darkness. And now, when the Princess was put to bed, every ray of light was excluded from the room, but mother's arm was around her until the blue eyes were shut tight for the night. The dark was talked of constantly. It was the "dear dark," the "happy dark" when papa came back from the office, when mamma hen gathered her chickens under her wings, when the birdies went to bed and the bright-eyed toads woke up. By the time the Princess was three years old she had no fear of dark, not she; why, that was the time when the fairies came and brought her smiles for next day, painted her cheeks to make them red, pulled her hands and feet to make her grow tall and strong, and polished her eyes to make them shine. That was the time when she asked the dear Lord to make her good and happy, and then went to Dreamland knowing the Everlasting Arms were about her, and would softly hold her until the sun should send the sunbeams to kiss her awake.

Love for animals drove away all fear of them. The dear old cows gave her milk, the kind sheep sent her pretty dresses, the strong horses took her riding. A little yellow dog that followed her in from the street, and stayed a week, taught her there is no more delightful companion for a child than a frisky little dog, and

"just plain dog," without a sign of pedigree, will answer quite as well as an aristocrat. Then she had a kitten, and what lessons in patience and gentleness and motherhood she learned from her kitten, and how brave she grew because of its possession! What a happy afternoon that was when she started out alone for her first walk to meet papa, with her kitty tucked under her arm, and what a disastrous ending it came near having, for, as mamma watched the little, white-robed figure with yellow curls go tripping down the street she saw an immense dog, fully as tall as the Princess, bound toward her, every hair bristling with rage at sight of the kitten she held. But others who were nearer saw the little one's danger, and strong arms snatched the screaming child from its peril. She was back in her mother's arms in a moment, shrieking like a Comanche. "Mamma, mamma," she wailed, "big dogs doosee like 'ittle kitties, and s'e all swelled up and sticked me full of pins; but I kept her, I did," and she sobbed afresh with mingled rage and pain. Her mother smiled and was satisfied. Henceforth she knew the combination of big dog and small cat would be a very undesirable one in the Princess' eyes, but for herself the child had shown no fear, and that is the stuff of which we make our heroes.

The Princess has never feared storms. The first thunder burst she ever heard startled her, and she turned to her mother, who smiled, and, clapping her hands, looked up laughing to the sky, and the reassured baby nestled closer to her mother and smiled too.

As the child grew older a thunder-storm was the signal for frolic. The rain-wagons were rushing thru the sky, and so rain-wagons took possession of the nursery, and fun and frolic were rampant there; but above all else, nurses and maids, aunts, uncles and cousins, were cautioned never to show a sign of fear during a storm, and so, no fear being communicated to the Princess, she knew none.

The Princess was not three years old when she stood for a year so near the gates of heaven her friends knew not what moment she might be called within, and because they were not willing she should go unprepared into a strange country they told her of her other home, of the Christ-child whose little sister she was, of the beautiful death-angel who sometimes carried even little children in his strong, tender arms into the city. Many times fear

clutched the mother's heart until she was faint with agony, but her smile never faded and her voice never faltered as she told the listening child of the walls of jasper and the streets of gold, and the child never feared. Death to her has never been an ill. Once she was admitted by accident into a friend's house just after the death of a tiny baby. She put her arms around its weeping grand-mother and whispered: "Dear Mrs. Blank, please don't cry! The baby had been here such a little while, I think an angel came to see if it was happy, and when the angel smiled the baby put her arms around it and went back home." Oh, no, the Princess was not afraid of death. Some time ago she said wistfully to her mother: "When I was a little girl I thought it would be so nice to go to heaven soon, but that was before I knew the pleasures of life. You know," apologetically, "I had never been to kindergarten or dancing school then."

The Princess is ten years old now. She lost her title long ago, and is simply a loving, happy, healthy schoolgirl, one you would not notice among a hundred others if you should meet her as she dances down the walk on her way to school; but if you will stop her twinkling feet long enough you may raise that dimpled chin and gaze down into the merry eyes looking up at you, and you shall find beneath their laughing glances a look of steadfast courage. If you are fortunate enough to possess that priceless treasure, the key to a child's heart, you may enter here. Love, courage, and their brave sister, Truth, will welcome you. Then, reverently glancing around the beautiful chamber of a child's pure heart, you shall find inscribed this motto, which, after all, is the keystone of all true courage: "Whoso trusteth in the Lord shall dwell safely, and he shall be quiet from fear of evil." Reading this you know the secret of the child's courage, for in her "love hath cast out fear."

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HE who helps a child helps humanity with a distinctness, with an immediateness which no other help given to human creatures in any other stage of human life can possibly give again."—*Phillips Brooks.*

In my opinion the value of the kindergarten as a part of the public school system is beyond question. I believe in it, I am in favor of it most heartily as a principle.—*Robert J. Burdette, Pasadena, Cal.*

## HOW GROUPS OF CITY CHILDREN EXPLORE THEIR NEIGHBORHOOD.

ALICE DAY PRATT.

“**T**O know the child in his environment” is a trite term, yet, taken literally, what topic suggests a process more fruitful in experience or more vital with living interest? “Knowing the child in his environment” necessitates that the educator and child *together* should learn to know the environment.

It is a familiar fact in every experience, that it is possible to live out an existence, surrounded by the wealth of the ages, without ever grasping its slightest significance; on the other hand that the cultured mind may weave about the most ordinary of everyday facts a “margin of ideal possibilities” that shall transform it into a universe.

It is a fond notion with some of us that there is for the child of the city slums, whose deprivations we so frequently deplore, a certain pair of spectacles thru which his dismal surroundings assume the aspects of a wonderland, and the narrow limits of his kingdom stretch out to include the world. That the normal child is born with these spectacles upon his nose is beyond dispute; that something may be done, by education, to refine and beautify their quality is also beyond dispute.

Toward the close of a certain kindergarten year, during which we have struggled to gain some dim perception of the meaning of the phrase first alluded to, we pilot our little group of *Kinder* thru the familiar streets of a certain Chicago Settlement region. We join the children in their chatty retrospect, fondly noting each indication that certain landmarks of the neighborhood have already assumed a “margin of ideal possibilities.” At the door of the fire engine house we are tempestuously besought to “come in *just once more* and see the horses!” Shall we abuse our privileges and lose our annual fire-drill, never yet refused us—that red-letter day of each succeeding year? Ah, young impatient, we know our interests too well for that!

In the windows of the big department store we must note the new displays. That little set of garden tools, with watering can,



is very near to our hearts just now. That shining row of tin spoons recalls the purchase of our own set on one recent luncheon day, and the roll of Chinese napkins, which took five more of our slowly accumulated coppers.

Across the street and further down is Arthur's house, with bakery in front, where now and then we make selection from among a bewildering variety of crackers and little cakes. Two doors beyond, upstairs, lives Leo. Further on is the queer little jutting shop where Polish Romeo's father "sits by the window and sews all day, making shoes for you and me." And now, directly opposite, is the school home of our little friends, the deaf children, who have proven that they can play games with all the vivacity of those in possession of the five senses.

We preserve a friendly interest in three blacksmith shops, and pause to see whether horseshoes or broken wheels are occupying the forge today. Just 'round the corner we come upon Franky's house—Franky, whose mother is father and mother too, and works in the stockyards every day, so that Franky has been a "nursery" child since his earliest recollection. As we pause at the fence we must hear once more the tragic tale of Gyp, who had, of necessity, to be confined in the shed thru all the long days, and "barked and was glad when we came home." One day, in a moment of lusting for the things of the world, Gyp had tunneled his way into the street, and only the dog-catcher knows the rest.

Next door, "upstairs in de front," lives Hughie; and "upstairs in de back" lives Andrew, whose "mudder washes Hughie's shirts, 'cause Hughie's ma's an angel," and unavailable for such practical purposes.

We somehow fail to be appropriately shocked by the frequent allusions to "Murphy's Place" on the corner, "where we go for beer," or by the awesome tales suggested by the police station, as, "when Jack was run in," or some boy hero just escaped. We are learning our environment, and listen with rapt attention while Andrew tells, with awful realism, of the time when "my pa locked my mudder out *in de night!*"

From among the year's excursions, two or three stand out distinctly in the light of special enjoyment.

On a certain day in early April, when even the city horizon is involved in a dreamy lavender obscurity; when the dusty snow-

drifts, in abject mortification, shrink rapidly into remote corners; when the forlorn pet robin on the corner comes forth for his first airing, and, forgetful of his tailless and miserable state, pours into the blue depths above him his glad response to the quickening of the year; when the first alluring mud-puddle appears in the alley, and the streets and sidewalks invite the perennial game of marbles; when, for the first time, the children saunter in, in last season's battered hats,—then, all at once, with a little thrill of recognition, we know the season is here “when longen folk to gon on pilgrimages,” and that, if we are to “follow the children” now, we must follow them into the streets, else, in a day or two we shall mark with unavailing sadness our depleted ranks, while our hearts go out in sympathy to Tommy and Johnny, cooling their toes in the gutters, and sending up their penny kites to join that host innumerable among the telegraph wires.

In the streets, then, we find ourselves presently, after a “good-morning” more perfunctory than we could have wished, and songs that dragged somewhat—in the city streets, that wonderland inexhaustible of the city child—half a dozen little hands seeking ours, and a rollicking contingency fore and aft that fairly bears us up and on with the buoyant spirit of adventure.

Happy is that day in our third, or fourth, or later season of city service, when it becomes apparent that we may walk abroad with our little band of twenty free as air, as sure that they will keep together as that a flock of doves will choose to go in company; confident, also, that that young pioneer, galloping half a block in advance, will wait for us at the corner, in part because he really chooses; in part, also, because there still lurks in his little brain the memory of that dreary excursion day when he kept house alone, having proved himself untrustworthy at the crossings.

#### I.

Today's is no ordinary excursion. Long have we promised to visit the man who makes the Merry-go-round, and we and the children are of one mind as to this being the very day and hour for a fulfillment of the promise. Down this street, and up that, and here on the corner (a veritable monumental pile at this season, draped in weatherworn tarpaulin) is this favorite of summer wonders, the Merry-go-round.

The edge of the covering hangs some two feet from the ground,

and disappearing underneath, worn deep in the soft earth, are numerous little trails, showing where curiosity has led awe-stricken adventurers into the twilight of the interior, to gaze upon the shadowy forms of prancing steeds, hibernating till the touch of spring shall rouse them to activity. A little building, combined shop and dwelling-house, stands near, and we catch glimpses thru the window of tools and blocks of wood. The door of this shop is opened suddenly, and a dignified, white-haired old German presents a stern front to the romping children. Observing, however, that they are "personally conducted," and not ill-intentioned children, and being informed of the object of our visit, he becomes as sunny as the morning, and returning for a key, leads the way by an outside staircase to the second story, and throws back the door with hearty welcome. We pause on the threshold, enjoying the speechless wonder of the children.

Rows upon rows of galloping steeds, some already decked in glowing colors for the market, some with carving just complete and shining in the pure whiteness of the wood, some half carved. Here and there a patient dromedary has made room between his humps for many a future rider; and here again a prowling life-size lion creeps up to stately bulls snow-white and shining as John Alden's. (While the old man, with childlike pleasure in their pleasure, lifts the radiant children one by one to the coveted perches, we thoughtfully evolve our "Second Gift" merry-go-round, and picture in imagination the spirited beasts that shall adorn it.)

We listen with interest while the old man tells of the money value of each piece, and of the months of labor—all hand carved—which each piece represents. He tells how the art, learned of his father and taught to his boys, and the little family industry grown out of it, were transplanted to America, and how he has yet to meet another follower of the trade. Will we come below and listen to some music before we go? In the family room we find the sweet-faced house-mother and her sons gathered to share the children's enjoyment of the curious organ—a home-made instrument. Did the children ever listen with such rapt attention to *our* "moosic"? They would have stayed all day. But good-byes must be said, and we take our way into the street again, warmer in heart and larger in sympathy for the welcome of this gentle household!

## II.

It is eleven o'clock on one of those broiling days in June. Only half an hour ago we mopped, with a wet towel, every child of the twenty, and again the little rills of perspiration gather and drip here and there from the tips of noses. Here and there a child sits back indifferent to all the world. Some are growing irritable.

Then inspiration, in the form of German Georgie, sidles up and whispers for the hundredth time: "You should come and see my rabbits." To lay aside work and identify hats takes but a moment, and here we stand in Georgie's backyard, around a wire corral in which the three fat bunnies take their exercise. A moment more, and Georgie's mamma has laid bare all the mysteries of the dwelling-house into which the rabbits frequently disappear thru a round hole near the ground. The first floor, carpeted with straw, has within it a cozy sleeping room, where one morning mamma rabbit was found in charge of nine new babies, brought her under cover of the dark. The second floor is cold-proof for winter quarters.

With rabbits keeping house like this in the back yard, we are prepared for the scrupulous interior of the *human* dwelling, to which we are invited to look at the Spitz puppies just rejoicing in the gift of sight. Like balls of pure white cotton, they are laid out on the floor, feet and tails helplessly sprawling, and weak voices appealing to Mamma Spitz, breathing threatenings and slaughter from behind the kitchen door. While the children amuse themselves with the dogs, or steal glances of pardonable curiosity at the appointments of their playmate's dwelling-place, we venture a word about the attractiveness of the little home. The mother, a middle-aged German woman, with a strong, hard-working face, modestly explains that she could not have things otherwise. She has lived in service since she was five years old, having first left home at that age to care for children. Her mistresses "*must* have things so"—"so now I know to do them for myself," she says. We realize that the beautiful, sunny child, who has delighted us so long, is only the inevitable product of his environment, and we would that those past mistresses could see these fruits of their sowing, and that future mistresses of future mothers could realize their opportunities.



## III.

One visit more remains to pay. For two weeks the new snow-white "Nanny" has been the burden of Lily's song, and mamma herself has sent an invitation. As we saunter along on the shady side of the street, the attention of the children is frequently attracted by a tiny bit of garden, a brood of young chickens, three or four white ducks, and once, a cow in all her dignity! There is something pathetic in the attempts of these foreign strangers in our mighty cities to gather about the spot which they call home those bits of rural life, which, in their estimation, are essential to the name.

Lily pilots us down a dingy little street, with old and rickety buildings on each side, and evidences of poverty, shiftlessness and squalor on every hand. Turning at last into a lane between two houses, she brings up suddenly in her own back yard, where Nanny, "with fleece as white as snow," munches dandelion greens from a basket. A small black terrier, recognizing his young mistress, barks frantically from a window, and soon brings the mother of the family on the scene. In honor of the children's visit she brings a small tin pail and milks into it a stream of Nanny's precious milk, which she allows us to test. Then thru a gap between the tenements she points to "a green lot far away" where the little girls and the goat run races among the dandelions.

We are about to say "good-bye" but are made to understand that this lady's sense of hospitality would be forever wounded, and we presently find ourselves seated on the floor in a bare little room, while she diffidently brings forth the product of years of labor with the needle, in the form of laces, embroideries, and wondrously colored "deckers," all stored up for that future home that her "man" is working for.

And now, for the thirsty travelers, comes a pail of ice-cold milk (cow's milk this time, Nanny not being built on the requisite scale to supply so large a company).

Making all speed toward home again, we note the awesome glances cast at the great school, whence big brothers and sisters bring strange tales of work and discipline. We are seized with an irresistible impulse to give these babes, newborn in experience, their first glimpse of their future selves. Tiptoeing in at the front door we steal down the corridor, pausing at door after door to view the conventional little men and women of the "second age," even now shouting in chorus the traditional A, B, C,—honoring with the lips that from which the heart is far removed.

Tongues being loosened in the open air, we listen to the prattle of the wonderful days to come, and pray that these little lives, begun so variously, may grow on and up "in uninterrupted continuity."

Piedmont, S. D.

## PUNISHMENTS AND REWARDS FOR CHILDREN.

### THE RETURN OF THE DEED UPON THE DOER.

CARRIE M. BOUTELLE, OMAHA.

WHEREVER law exists there will be violation of law. So long as violation of law occurs will there be punishment. The laws of nature, the laws of God, are written everywhere, so that "he who runs may read," and punishment for breaking those laws is "swift and sure." It is inevitable, no one escapes; it follows as any effect follows a cause. If we put a hand into the fire we are instantly burned.

"We get back our meet as we measure,  
We cannot do wrong and feel right;  
Nor can we give pain and get pleasure,  
For justice avenges each slight."

Is one exclusively interested in material things, studying seven days in the week how he may increase his wealth, he may die a rich man; but he will also be dwarfed in the finer sensibilities—grasping, miserly. These consequences, punishments, we might say, are so natural that we cannot rebel against them. They are the "return of the deed upon the doer"; the connection is very apparent. Unless the connection between offense and penalty is close, rebellion on the part of the offender is roused; then, immediately the punishment becomes ineffectual.

Especially is this true in the case of children, for more arbitrary punishments are inflicted upon them than upon their elders. Corporal punishment has probably been administered for almost every imaginable offense, and so it cannot be a natural consequence of each and all. To whip a child who had slapped another might be regarded, in one sense of the word, as a natural punishment; but the person who employs such a method simply encourages the child in his wrongdoing, and puts himself on a level with the offender. We are told that we should meet the child on his own ground, get down to his level. True, we should get down to him in sympathy and interest, but it is impossible to uplift him by imitating him in the gratification of his angry passions. The author of a work on "The Criminal" says: "Flogging is objectionable because it is ineffectual, and because it brutalizes.

and degrades those on whom it is inflicted, those who inflict it, and those who come within the radius of its influence."

A teacher once said to me: "I never slapped a child but once, and then because he slapped another." I wonder what feelings that child entertained for his teacher; probably fear, because she was stronger than he, but undoubtedly also disgust, because she degraded herself in his estimation. To some whipping and punishment are synonymous; but we agree with the mother who recently remarked: "We do not nowadays mean whipping when we say punishment." However, many parents still argue that corporal punishment is enjoined by Scripture, and so they must use it, and no doubt some actually believe that the old proverb, "Spare the rod and spoil the child," is written between the lids of their Bibles. Even if it were, there is no cause for interpreting it literally any more than there is reason for obeying to the letter the command: "If thy right eye offend thee, pluck it out." The "rod," doubtless, represents the idea of authority, just as "the pen" stands for the art of writing, or the "sword" for war. Orville T. Bright says that "corporal punishment is a relic of the barbarous ages; and belief in it is closely related to faith in a literal hell of fire and brimstone, the former being just as antiquated as the latter." Why is it that mothers who would scorn to be old-fashioned in dress or manners cling to this out-of-date means of punishing their little ones? Is not a teacher who claims to be up on all the modern methods of teaching, who long since abandoned the slant in writing and the alphabet in teaching reading, very inconsistent when she employs a means of correction as "ancient as the hills"? Why should we make advancement in every other department of teaching except this? Fortunately more of us outgrow this idea each year. There exists no possible connection between learning or failure to learn and infliction of bodily pain. A teacher remarked recently: "If John does not learn his multiplication table soon I shall whip him." "What good will that do?" her listener asked. "Why, a great deal of good to be sure; I can soon beat it into him." I fear that John is still stumbling over his multiplying if that is the only method to which his teacher has resorted.

Those who quote Scripture in support of chastising should recall that the Scriptures distinctly command: "Fathers, provoke not your children to wrath." Fond parents assert that spanking

does not make their children angry. Parents of such docile children ought to be alarmed lest their little ones fill an early grave, or, in case they live, eke out only a spiritless existence, with no ambition nor will of their own. No, a beating, in fact, even a blow, naturally excites anger. Nothing is better adapted to rouse resentment and retaliation; but it causes indignation which is righteous. A child angered by flogging is not to be blamed. But what are the effects of anger, physical, mental, and spiritual? Perhaps some of us have attained the beatific state of mind of the man who claimed that he had not been angry for fifteen years; but possibly some recall the feeling of physical weakness which succeeds a towering rage, and thus we realize the pernicious effects of "letting our angry passions rise." Of course anger causes the heart to pulsate faster, bringing a flush to the face and sending the blood surging thru the brain. This has a very appreciable effect upon the mental and spiritual condition of one who indulges in anger. An eminent physician who has given much attention to the study of the brain, tells us that there is a marked difference in the development of the brain of a moral, upright person, and that of an habitual criminal, and that this difference is due to differences in environment, and also differences in the manner in which others have dealt with these two classes of individuals. With the moral person, fair dealing, kind and careful treatment during childhood, develop certain little dams, or minute convolutions, in the ditches between the large convolutions of the brain, in such manner as to check either the wave of serous fluid, or to check the electrical current which marked impressions make upon the brain, such, for instance, as the impression made by anger. Such dams are found in the brains of evenly balanced moral and upright persons, while they are conspicuously absent in the case of criminals and those who frequently indulge their angry passions. If these little convolutions are once well developed in the brain of the young child, they will probably never be obliterated by harsh and unfair treatment in after life. Thus we should carefully encourage this development of the brain while it is yet in its most plastic state, for these convolutions are formed prior to adult life. When a child is angered, and realizes that he has been unkindly and unfairly dealt with, an unfavorable impression is made upon the development of those portions of the brain which preside over the moral attributes. So, he who deals a child



a blow makes it, to that extent, easier for him to become a criminal.

In the case of a child who is whipped, his resentment is usually augmented by the wrathful manner in which it is administered. Parents and teachers boast that they take time to "cool off," and explain it all before they inflict corporal punishment upon the children. There may be exceptions, but they only prove the rule that whippings are given in anger. It must be so, otherwise we could not be so inhuman. Said a conscientious young mother to me lately, "I am so busy that I seldom whip my little girls. It takes too long, for I always explain just what I am about to do and why, before beginning. Then they are heartbroken, and cry so long afterwards that I haven't time for it often." Would that all mothers were "not almost, but altogether" too busy to attend to this matter.

If we could eliminate wrath from our tone of voice as well as our manner in administering a punishment, doubtless we should increase its efficacy tenfold; but it is well-nigh impossible to use corporal punishment without betraying signs of anger. Do we not often precipitate matters and bring on a contest with a child by an imperious command, or an angry prohibition or threat? Some parents and teachers apparently delight in showing their authority. Have you not heard a mother call to her "young hopeful": "Johnnie, come away from that window this instant or I'll spank you;" or a teacher exclaim in tones of thunder: "Young man, you will remain an hour after school tonight for that," and did you not detect a sense of satisfaction in the tone? I fear that we are oftentimes "more anxious that the child should obey us than that he should be obedient."

Robert Ingersoll says: "Recollect that children's rights are equal to yours. Do not have it in your mind that you must govern them; that they must obey you. Throw away forever the idea of master and slave. Let children have freedom, and they will fall into your ways; they will do substantially as you do; but if you try to make them, there is some magnificent, splendid thing in the human heart that refuses to be driven. When a child commits a wrong, take it in your arms; let it feel your heart beat against its heart; let the child know that you really and truly and sincerely love it. I do not believe in government of the lash." No matter what opinion of Robert Ingersoll's religious views we

entertain, we must admit that his doctrine on this subject is sound. His theory works admirably in the home, but can it be carried out in the school? It would not be prudent, not advisable for a teacher to embrace every little offender. If she did so she would accomplish little besides—especially when the children are particularly unruly—and the Bible tells us that “there is a time to embrace and a time to cease from embracing.” However, there is no doubt that we can live up to the spirit of this doctrine with great benefit to the child as well as ourselves—sympathizing with him in his fault, and making it easy for him to do right the next time, instead of treating his misdemeanor as a personal insult which we must avenge. Why do we treat a child who misbehaves as if he had done it thru personal spite? That is the attitude assumed by ninety-nine per cent of those who have children to deal with. In most cases children do wrong because they are careless, or unemployed, or desirous of having some fun, not because they wish to annoy parents or teachers. Is there any reason for treating them as if they had committed the “unpardonable sin?”

In what light do you imagine a child regards one who has whipped him? Fancy your feeling toward a giant who beat you with a “ten-foot pole,” because you had been careless, or willful; had broken some rule or regulation, or had disobeyed the afore-said monster, and you will have some idea of the child’s feelings. In some cases the sense of injustice rankles in the breast for years, and is never entirely eradicated. A woman past seventy years of age said to me in pathetic tones: “When I was a child my mother punished me severely and often unjustly, and I have never quite forgiven her. When I grew up I taught school, and you may be sure that I never whipped my pupils. If I had not been punished in that way I should have been a better woman today.” Upon inquiry as to whether they had ever received a whipping, and whether its effects had been beneficial, a few persons have answered in the affirmative to both questions; but the majority agree with the Southern gentleman who remarked: “If I had not been licked so much when I was a boy I should have been a whole heap better today.” It has been my good fortune to visit in two homes where the children had never been whipped. Their parents cared more for the love and confidence of their children than for mere perfunctory and enforced obedience. In

one of these families there were four children, than whom I have known none more genuine, truthful, and devoted to their parents. I know whereof I speak, for two of them were my pupils. In the other family there is one boy, who, unlike the petted, spoiled traditional "only child" is one of the most affectionate, demonstrative, straightforward little fellows I have ever met. These children, knowing no fear of punishment, are truthful and loving, surrounded by an atmosphere which renders it easy for them to do right.

Parents and teachers often endeavor to justify themselves for punishing the children because the children, they say, are so obedient after the ordeal "they kiss and make up," and promise to be good. Who of us would not grow tractable in order to rid ourselves of the discomfort, nay, the actual pain and suffering of stinging blows dealt by a superior strength with which we are perfectly powerless to cope? A few children have the hardihood to resist to the bitter end. A writer on this subject has put it very aptly: "Impose the proper punishment, but do not always continue it until the child is submissive. We should not allow ourselves to be drawn into contests with a child in attempting to compel him to do something that, from ill-temper or obstinacy, he refuses to do."

There is a mysterious and unaccountable strength of obstinacy which sometimes manifests a tendency toward cerebral excitement or exaltation amounting almost to insanity. Very pernicious in their effects upon the nervous organism are the fear and dread inspired by flogging, and specialists inform us that fear is the borderland of insanity. A few modern educators have advocated whipping on the ground that it shocks the child into a better frame of mind. Undoubtedly it shocks him, but such a shock is far from beneficial. Of course he is shocked to be treated like a dog, shocked that his parent, or his teacher who trains him in politeness and kindness to others, should be so rude and cruel.

In one of the best schools of the state the pupils of the third and fourth grades were asked to write what punishment should be given children. Of thirty-six children who answered only six recommended whipping. This little experiment in child study proves that boys and girls feel the injustice of such treatment. In this same list of answers, eight children recommended denial of food; one, refusal of money; three, refraining from pleasures,

such as coasting; one, sending from home; one, shutting in the house; three, scolding; four, shutting in the closet; three, putting to bed, and eleven, hard work. In some of these answers specific punishments were advised for certain misdemeanors, and in most of them the connection was close.

In the schools of the Jesuits corporal punishment was resorted to in emergencies. However, the men who taught in these schools argued thus: "These children may in a few years attain wealth and position, and we may be dependent upon them for favors, therefore let us be careful how we punish." Apropos of this policy there was in an eastern city a certain candidate for political honors who had been a superintendent of schools—impatient, using the rod very freely. The defeat of this candidate was occasioned by the young men, former pupils of his, who said that for every blow he had dealt them they would influence a vote against him.

In his "Philosophy of Education" Rosenkranz advocates corporal punishment for young children; but he adds: "Punishment stands as a sad indication of the inefficiency of the means previously used—only when all other efforts have failed is punishment justifiable." The difficulty is this, that in this age of "rush" we are unwilling to take time. We take the "short cut" (in a literal sense), thinking we must make that bad boy yield in this one instance, forgetting that, as the old Latin motto states, "we learn not for school but for life"; ignoring the fact that altho the child yields perforce once he is no better, he has no more desire to do right. If we act on Rosenkranz' suggestion, and whip the child while he is young, what shall we do when he is older? where shall we draw the line? Most people cease to flog the children only when they are strong enough to resist. One who beats a small boy and allows the big boy to go unpunished is a coward, and those who call on other persons to assist in chastising the big boys are no better. If older children can be controlled by other than corporal punishment so can the little ones. I speak, not from the standpoint of the kindergartner alone, but from an experience in all grades below the seventh. Is it not a reflection on the fertility of brain manifested by the teacher if he has but one or two methods of dealing with the many difficulties which arise daily? Rosenkranz tells us that the best punishment for children who have arrived at the age of self-consciousness is



isolation. I quite agree with him, but would not put an age limit to it. He says: "By isolation we remove the offender temporarily and locally from the society of his fellows. The boy or girl left alone in abstract independence, cut off from all companionship, suffers from a sense of helplessness. Time passes heavily and soon he is very anxious to return to the company of parents, brothers, or companions. It is a mistake to leave a child shut up entirely without supervision, or to leave a few together without supervision." Many superintendents of reformatories testify to the beneficial effects of solitary confinement. "To be alone with my conscience is punishment enough for me" is not, however, applicable to the vacuous mind, or one filled only with evil thoughts. So it is deemed wise to give criminals employment in their solitary confinement. Thus it may be best to keep children who have been isolated quite busy. It is a crime to lock a child in a dark room. It may not be necessary to remove him further than a few feet from his accustomed place. "His banishment from society is only the outward expression of a real isolation which he has brought to pass in his inner nature, and which, by means of his negative act, he only betrayed to the outer world." A child who has been separated from his companions should always detect in the tone and mien of his teacher sorrow and loneliness over his departure and joy at his return. The duration of the separation must be governed by the exigencies of the case. Isolation is not a panacea for all wrongdoing, but it is certainly an improvement on corporal punishment. The wide-awake teacher invents punishments to correspond to the faults of his pupils as he studies their dispositions. We cannot take the place of a court of justice, and punish just for the "overt act," and "according to the evidence"; for while we wish to make the punishment a logical sequence of the offense, we have to consider extenuating circumstances, as well as the disposition of the child. Sarah B. Cooper, wrote: "Crime cannot be prevented by punishment, it can only be stayed by education; it is much more a duty to prevent crime than to punish it."

Those who study child-nature have discovered that a reward is frequently more effectual than a punishment. It is passing strange that we, as teachers, reward so little and punish so much. A reward in money should seldom be given a child; money should be paid for work, or presented as a gift. The child who

has to be hired to be good has a very fallacious view of life. When he gets out into the "cold, cold world" he will receive no financial reward, and often no word of commendation for good behavior.

The system of prizes and rewards in vogue in many schools is responsible for much injustice, rivalry, discouragement, and dissatisfaction, and it would be well to banish it from the school-room. The little reward cards of our Sunday-schools should meet a similar fate. However, we are all human, and doubtless few of us would work so arduously if it were not for the pecuniary reward which we receive—our means of support. So we should not too severely censure the child who works well in school for the sake of a white card or a blue card, or for the money which "papa" gives him if he makes a good record at school. But there are compensations which deep down in our hearts we prize more than money; and so the child may be trained to appreciate other than a material reward. Does not a word of commendation, a smile of approval from those whose place it is to inspect our efforts, please us better than anything else we could desire? And does not the child's frank confession that he loves his teacher make sweeter music in our ears than the jingle of gold? So it is with the child. If we begin in the right way he will expect and crave no reward but our word of commendation, our smile of approval. The teacher who gives a pupil a nickel, or a piece of colored chalk, may accomplish good if the child distinctly understands that it is a token of friendship and good-will, and not a reward for good conduct or lessons. However, most of us are too chary, not only of these little tokens, but also of words of approval. It is often best for a reward to come unpromised, just as it is best for punishment to occur without previous threat. A mother once left her children for a few hours to the care of a servant, warning them to stay in the yard. Upon her return she found that they had obeyed. After some time she told them that she had thought of them while she was away, had felt sure that they were in the yard as she desired, and as she had thought of them in her absence she had bought them some candy. This method commends itself to us rather than promising the candy as a reward.

The Jesuit system of rewards led to formalism, and a mere parrot-like repetition of words in recitation; while emulation be-

came such a marked feature of the schools that it led to bitter feeling among the rival pupils. A writer on rewards says: "Unduly severe punishments are provided for crimes; for virtue there are no rewards. Is hope a less powerful incentive to action than fear?" Why should we not reward rather than punish? He adds: "Prospect of punishment saddens, while reward animates; punishment blunts, reward sharpens the activities; punishment diminishes energy, reward augments it. The use of rewards results in the production of an habitual disposition to do what is required with pleasure. The mind in a happy mood (from a prospect of reward) acts with incomparably more ease than in the ordinary condition, when it is only moved by habit." Let us use rewards, but use them judiciously, teaching the child that the approval of his own conscience is more to be desired than all else beside, and that "virtue is its own reward."

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#### A PRAYER.

TEACH me, Father, how to go  
Softly as the grasses grow;  
Hush my soul to meet the shock  
Of the wild world as a rock;  
But my spirit, propt with power,  
Make as simple as a flower.  
Let the dry heart fill its cup,  
Like a poppy looking up;  
Let life lightly wear her crown,  
Like a poppy looking down,  
When its heart is filled with dew,  
And its life begins anew.

Teach me, Father, how to be  
Kind and patient as a tree.  
Joyfully the crickets croon  
Under shady oak at noon;  
Beetle on his mission bent,  
Tarries in that cooling tent.

Let me also cheer a spot,  
Hidden field or garden grot—  
Place where passing souls can rest  
On the way and be their best.

—Edwin Markham.

## AN INTERNATIONAL FROEBEL MEMORIAL.

THE FRIEDRICH FROEBEL HAUS TO BE A PERMANENT MONUMENT IN  
BLANKENBURG, THURINGEN.

“IS it possible that the kindergarten movement is only sixty years old?” This exclamation is made by those sanguinely inaccurate people who think that the kindergarten has always existed, and that it is provided freely to every child in the universe!

The first kindergarten was founded on the 28th of June, 1840, and the month of roses, 1900, will record the sixtieth anniversary of this good event, which has already changed the color of elementary education in several countries. The following appeal and historic was sent out by Miss Eleanora Heerwart, written on the death anniversary of Froebel, June 21, 1899:

Recent researches in letters written by Froebel hitherto not printed have shown me that the name of kindergarten came to him like an inspiration on May 1, when he was walking from Blankenburg to Keilhau. He said in a letter to Luise Levin, who was to be his second wife, that it seemed to him a revelation, for the name was only wanting to give a fresh impetus to his educational plans, and he set to work to carry them out with redoubled vigor. Preparations were at once made for that fourfold festival, which began early in the morning in Keilhau with a solemn church service in honor of St. John's day (the 24th was celebrated on the 28th); concomitant with it the birthday of the Keilhau institution was celebrated, while the festivities were continued at Blattenburg by the commemoration of the 400th anniversary of the invention of printing by Gutenberg, and closed with a concert performed by the Keilhau people. At the end of the concert Froebel made his appeal to the women to devote themselves to the education of children and to found a kindergarten. This was to be an institution where children were to be trained in a manner suitable to their nature and powers, an institution where appropriate means and methods were to be applied, and where mothers would be instructed how to train their children.

Children for the kindergarten were already waiting, for Froebel had gathered them round him since he came to live in Blankenburg; but helpers were wanted, and these he sought at first among men. Middendorff was his first kindergartner. By and by young girls came to learn; but the one in whom all his hopes became realized arrived later, March 8, 1843, in Keilhau, for during



the winter the kindergarten was suspended in Blankenburg from want of a warm room. It was Ida Seele (Frau Vogeler) who came to learn, and who moved with Froebel on the 1st of May to Blankenburg in order to recommence the kindergarten. Many visitors came to see the new institution, and Ida was induced by several to open kindergartens in other towns. However, she remained with Froebel at a salary of 12 thaler (£1 16s.) until he himself recommended her to come to Darmstadt in July, 1844, to conduct a "kinderbewaranstalt" under the protection of the Grand Duchess.

He had traveled much in the west of Germany during that year, and found there a good opening for his ideas. In Blankenburg the kindergarten was closed from want of funds on the day when Ida Seele left, and from that time (1844-84) there has been none. The anniversary of Froebel's 100th birthday, however, approached, and a committee of gentlemen of Blankenburg, Keilhau, and Rudolstadt formed itself under the leadership of Herr Kiesewetter, who resolved that something should be done to do honor to Froebel. They collected funds to erect a monument, and this was accomplished. On August 4, 1882, the monument was unveiled in presence of the Blankenburg inhabitants and many visitors. The members of the German Froebel Union held their meetings during that week in Rudolstadt, Keilhau, and Blankenburg. There was a small surplus left, and by common consent it was deposited in the savings bank until the time would come when the plan to build a house for a kindergarten could be accomplished. Herr Kiesewetter was treasurer, and after his death (1886) I was asked to take his place, which I filled until I moved to Eisenach.

In the meantime a teacher had been found who was willing to commence a kindergarten, which was founded in 1884, in a room of a school building. Her salary consisted of the small fees of the children, of the interest derived from the sum in the savings bank, supplemented by a grant from the government in Rudolstadt. After some years a new teacher was appointed, who stayed until Easter of this year. Since then Blankenburg is again without a kindergarten. We have for long been unanimous in our wishes that a more suitable room may be provided to carry out Froebel's original plan more effectually. No doubt many kindergarten teachers who have visited Blankenburg have felt keen disappointment at finding the accommodation so inadequate in the place which was the cradle of the new education, and as the sixtieth anniversary of the foundation of the first kindergarten is approaching at the time when the 19th century is coming to a close, something ought to be done to commemorate the foundation of the first kindergarten, which has led to so far-reaching a movement, by which not only numberless children receive a better training, but thousands of women have found a

new vocation in all civilized countries, and many parents and teachers have obtained a clearer insight into their duties as educators.

In the April report (No. 28) of the Allgemeiner Kindergarten-nerinnen Verein (International Kindergarten Association), I suggested that the time had come to give a new impulse to the plan of doing something for Blankenburg, and the appeal met with a cordial response from our members. Frau Vogeler (Ida Seele) expressed the wish that the house in which she lived, and where Froebel resided from 1837-43, should be bought and utilized for the kindergarten. However, on inspection it was found too old and the situation not suitable for the children going to and fro. The case formed part of our deliberations during the recent meeting of the International Kindergarten Association at Whitsuntide (May 22-26), and it was resolved to hand in a petition to the town council asking for a piece of land. The gentlemen were partly prepared by a meeting which I held with them before Whitsuntide (May 19), and partly by the inspiring address from Frau Dr. Goldschmidt, of Leipzig, given in the Town Hall, May 24. All our members promised their help before they left, and now they are busy collecting funds for the Froebel house. I stayed a week longer in order to learn the result of the petition, and on May 31 it was made known to me orally, and by letter from the mayor, that a suitable piece of land in a charming situation had been granted to us. The contemplated house is to contain:

1. A kindergarten.
2. A Froebel museum.
3. A home or place of recreation for kindergarten teachers.
4. A library and depository for Froebel literature.

An appeal was sent to the public papers, while our members and friends had been provided with collecting cards, so that by their zeal and sympathy we hope that the foundation stone of this living monument may be laid next year on June 28, not far from the stone monument which was erected in 1882.

No other educational system has spread like that of Froebel's. Countries and nations of the most varied types have adopted it. We therefore hope that the plan here detailed will interest many Froebel friends near and far. Blankenburg is most charmingly situated, very healthy and inviting to kindergarten teachers who seek rest and recreation among the woods and hills of Thuringen. It may become a place of rendezvous for our English and American friends; they will find a small library of kindergarten literature, and many interesting mementos of Froebel's life. Our society is an international one, and counts among its members many who are united with us in spirit all over Europe, America, and other distant places. May the union become closer still by

combining in reëstablishing a kindergarten in the place where Froebel once called out:

"Heureka, I have found it! Kindergarten shall be its name."

Miss Eleanora Heerwart, of Eisenach, altho advanced in years deserves great honor for organizing this splendid tribute-movement. Her energetic coworker is Frau. Dr. Goldschmidt of Leipzig, one of the most eloquent German women of this century. Both are enthusiastic that the cornerstone of the Froebel Haus should be laid on the "founding day," June 28. Frl. Heerwart spent her summer helping American kindergarten tourists enjoy the Froebel haunts, later spending one week at Beyreuth at the Wagner festival. She is engaged in preparing a valuable Froebel biography.

[Contributions, large or small, will be received and gladly forwarded by the editor of the "Kindergarten Magazine" for this worthy monument.]

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Death came to Frau Henrietta Schrader, of Berlin, on the 25th of August, 1899, after a prolonged illness. The burial ceremony took place on August 29, in her old home at Wolfenbüttel. The formal memorial notice was sent out at once by the director and the woman's committee of the Pestalozzi-Froebel Haus to all friends and former students.

When Henrietta Breymann as a young girl came to Friedrich Froebel he looked into her eyes and said: "I find in you a searching soul." Frau Schrader has always embodied this spirit and attitude in her work—that of loyally searching for truth, and giving her whole self to the search. She stands to me for *consecrated rationality*, and her work manifests the power of a living conviction. The Froebel and Pestalozzi students of many nations have lost a leader in the passing of Frau Direktor Schrader. AMALIE HOFER.

THE next issue of the KINDERGARTEN MAGAZINE will bring, as a fitting memorial, a halftone print of the splendid new building in Berlin, a very acceptable photograph of which has just been presented to the editor. The same number will also give our readers the last of Frau Schrader's reminiscences of Froebel, including the valuable letter written by Froebel calling her to her life-work. This article will complete the series of translations published by us in 1895-96, under the title of "Girlhood Days at Keilhau." We recall to our readers the portrait print of Frau Schrader, which appeared in the KINDERGARTEN MAGAZINE one year ago—November, 1898.

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## Normal Training Exchange

For Primary Teachers and Kindergartners.

**T**HE following program sketches and outlines of daily work are put forth by sincere workers, and tho they vary in general character, each indicates lines along which it is safe to move in daily kindergarten or primary work.

### RELATION BETWEEN THE KINDERGARTEN AND THE PRIMARY SCHOOL.

No more important work is offered elementary teachers than the twenty weeks' course on the Relation Between the Kindergarten and the Primary School, by Miss Nina Vandewalker at the Milwaukee State Normal School. A fifteen-page syllabus of the course is in print and may be secured for 25 cents. The aim of the first quarter's work is to give those preparing for primary work a sufficient insight into the theory and technique of the kindergarten to enable them to build intelligently upon the foundation the kindergarten lays. The aim of the second quarter's work is to give a practical working knowledge of the methods to be used in the first and second grades in such subjects as language, reading, nature study, and the various forms of manual expression, such as drawing, modeling, paper cutting, etc. Observation in the kindergarten and primary grades will form an essential feature of both courses. The class work will consist largely of a discussion of the topics assigned, with reports of reading and observation. A notebook will be required for the summarizing of the topics discussed. Practical exercises in manual work will also be given.

The following is offered as the first phase of the study: .

I. True education must be based upon the activities and interests natural to children during the successive stages in their development. The kindergarten is based upon the educational needs of a distinct period of a child's life; the school upon the needs of a different period. Hence a knowledge of these different stages is the true basis for an insight into the relation between the kindergarten and the primary school. These stages are:



1. The period of infancy, beginning at birth and continuing until the age of two-and-a-half or three years.
2. The period of play, extending roughly from the age of three to that of six or seven.
3. The "conventional" or elementary school period, extending from the age of six or seven to that of thirteen or fourteen.
4. The period of adolescence.

Each of the above topics will be taken as a basis for observation, reading, and class discussion.

The chief elements of the kindergarten training are then presented, the subject of play being splendidly and thoroly outlined. The eighth section of the syllabus deals entirely with the transition from kindergarten to primary school, as follows:

VIII. Promotion from the kindergarten to the primary school. What should determine it?

1. The child's age. (School law.)
2. The above-named change of interests, usually manifested by lack of interest in certain phases of the kindergarten work, unless special adaptation to his changing interests is made.
3. The manner in which the child does the work of the kindergarten.
  - a. The power of self-control in the general work of the kindergarten.
  - b. The power of attention to, and the ability to follow, the circle talk or story.
  - c. The ability to carry out games or dramatizations, showing clear mental images of objects or processes.
  - d. Ability to use the hands in the table work required, and the ability to express mental pictures by means of the customary material.
  - e. The knowledge of—
    - (1) The fundamental activities of the home.
    - (2) The work of a few typical trades.
    - (3) The fundamental facts concerning a few typical plants and animals.
    - (4) The fundamental facts of color, form, and number.

#### A STUDY OF THE KINDERGARTEN PROBLEM.

A solid pamphlet of 123 pages under this title comes from Supt. Frederic Burk, formerly of the Santa Barbara public schools, and is compiled with the assistance of the public teachers of that

city. There are two carefully worked out studies of children's play and children's spontaneous choice of kindergarten materials.

Orpha M. Quayle, supervisor of the kindergartens, contributes the outline of the year's work, from which we reprint the following:

In organizing the plan of work it was decided that the most advantageous use of the afternoons would be in following a course in child study, meeting together for conference and exchange of thought, visiting the sick, attending parents' meetings, visiting parents for information regarding the children, and distributing necessary clothing. The conviction that the existing methods might be advantageously modified, and the trend and scope of those methods so directed as to be kept within the channels of a practical preparation for school life, led Superintendent Burk to form a Public School Kindergarten Seminary, for the purpose of study and investigation of subjects having a direct bearing upon the welfare of kindergarten children. These meetings were held once a week in the afternoon, when reviews of articles and books by well-known educators, scientists, and students of child life were read by members. By this method the following subjects were carefully reviewed and discussed: Barnes, Punishment as Seen by Children; Brown, Notes on Children's Drawings; Buckman, Babies and Monkeys; Hall and Ellis, A Study of Dolls; Darwin, Instinct and Play in Descent of Man; Karl Groos, The Play of Animals; Hall, Children's Lies; Johnson, Education by Plays and Games; Lloyd Morgan, Habit and Instinct; Morgan, Animal Life and Intelligence; Morrison, Juvenile Offenders; Mumford, Survival Movements of Human Infancy; Robinson, The Primitive Child; Schallenberger, A Study of Children's Rights; Herbert Spencer, Instinct; Susan E. Blow, Symbolic Education, Chapter on Meaning of Play; Taylor, Primitive Culture; James Sully, The Imaginative Side of Play; Gulick, Some Psychical Aspects of Muscular Exercise; Sully, Studies in Childhood.

The results of the discussion and studies made by the Seminary led to the adoption of the following curriculum early in January:

I. Prayer, Singing, Movement Songs, Stories, Mother Goose Stories, Æsop's Fables, Andersen or Grimm.

II. Blackboard Illustration of Story. Children tell story.

III. Recess. Free Play. Balls, Incentive for individual plays—dolls, reins, toys, bubbles, the sand pile, etc

IV. Number—Counting, or groups with objects. Beads, or other suitable kindergarten material.

V. Use of objects, pictures and picture books as language incentives.

VI. Recess. Free play with incentives.

VII. Free use of clay, sand table, paper cutting, or other kindergarten material, without dictations.

This curriculum has been in use since January, and while at first there was some difficulty in smooth adjustment, in a month the beneficial results became manifest, the equilibrium between freedom of choice and spontaneity of expression, and proper obedience and discipline became apparent, and the beneficial effects of free play in the open air were satisfactory evidence of the usefulness of this very practical curriculum. I call it practical because it was arranged to meet the requirements of the primary school, leaving undone those things for which the primary teacher had no time or material. The testimony of one primary teacher, after a trial of children who had been three months under this training, has a significance of peculiar meaning when she says: "The children are more obedient, more self-reliant, more prompt to comprehend my requests than any children who have ever come to me from any kindergarten."

The tests of the spontaneous choice and use of kindergarten materials were made as follows:

Every day for half an hour the kindergarten materials, the gifts and occupations, were spread on a table, and each child chose what one thing he cared to play with for that time. At first the idea was carried out in the form of a play. The table and its contents were supposed to be a store, and the children came, and, using the tablets or parquetry circles for money, bought what they wanted, so that that half hour of the day came to be known as "store-time," a name which clung to it long after the "store" idea was reduced simply to the less romantic "free-choice" time. Each child took his material to his seat, as a rule, and there did what he pleased with it. The following materials were used: Beads (spheres, cubes, and cylinders of various colors), with strings, blocks, clay, first-gift balls, second-gift cubes, spheres and cylinders; lentils, parquetry, folding paper, pencil and paper; rings, scissors and paper, sewing-cards, slats, sticks, tablets and tile boards. The sewing-cards were ready perforated with holes, *large* and *far apart* (on the average a half inch), representing animals, fruit, designs, etc. The test covered a period of two months, and was carried on in the four kindergartens.

From the data as tabulated it was found:

(1) That certain materials are very little chosen, the second-gift blocks separate from the general mixed play blocks, the lentils, the rings, the sticks, the tablets, the slats, the folding paper. The pencil and paper, too, are not much chosen, being outweighed by larger free drawing on the board at another time of the day;

(2) that certain materials are moderately popular, as beads and

parquetry, the tile board and the blocks; and (3) that the two materials far outstripping the rest in interest are clay and the sewing-card.

The folding paper and the lentils were never chosen more than once by an A class child, or twice by a B class child. Slats were selected not more than two times by any child. This was true also of the tablets and the rings. In the A class no child ever chose the tile board, the beads, or the sticks more than twice. The handling of such material one or two times was sufficient to prove its limited capabilities. On the other hand, clay was often chosen five, six, or seven, even eleven times by the same child. The average number of times that it was chosen by those selecting it at all was 4.7 times. The sewing card was in some instances taken fifteen and sixteen times, the average number being five times.

The whole number of choices made in the four kindergartens was 1755, of which 804 were in the A classes, that is, the second-year children from five to six years of age; and 951 were in the B classes, composed of the first-year children from four to five years of age.

A study of the records of the four kindergartens shows great uniformity in the results with but a few exceptions, which we should naturally expect, due, perhaps, to some previous training or some influence causing a run of a certain thing in a certain kindergarten. It is supposable that kindergartens may have fads as well as other bodies of people, and the "psychology of the crowd" may begin as far down as the kindergarten. For example, in one kindergarten blocks were unusually popular, owing to an intense interest developed in them previous to the "store" experiment, an interest which was due to the remarkable blocks themselves—elegant, huge blocks as they were, straight from the planing mill. Beads, so popular in the three other kindergartens, were hardly chosen at all in this one. The children had formerly used the beads as blocks to build with, instead of for stringing; and when some larger play blocks, and then the huge planing-mill blocks, were introduced in turn, the charm of the beads vanished. Another striking exception was in the B class of the third ward. Clay, so universally enjoyed, was here hardly touched, while the first-gift ball, which was of less interest in the other wards, was overwhelmingly popular in this ward. This is explained by the fact that this particular class consists of very immature Spanish children, who are hardly beyond the stage of physical play, and might really be called a C class.

Beyond these two striking exceptions, easily explained by the local conditions, there are only minor variations in the different kindergartens. The emphatic feature in the records is the uniformity, leaving us to believe that the results show the workings of fundamental, universal interest, rather than the effect of local



environment. Beads represent the largest choice of the B classes, tho only 19 per cent, followed closely by clay, 18 per cent; then the sewing-card,  $13\frac{1}{2}$  per cent; the tile board,  $10\frac{1}{2}$  per cent; parquetry, 10 per cent; the first gift, 7 per cent, and blocks 7 per cent. The second-year children, on the contrary, with more experience behind them, narrow their choice largely down to two or three definite lines. The sewing-card and clay are most strikingly prominent, occupying 70 per cent of all the choices, and followed much more modestly by parquetry to the extent of only 8 per cent.

Of the seven materials, then, which show any prominence in either the A or B classes—beads, clay, the sewing-card, the tile board, parquetry, blocks and the first gift—we see that the second-year children lead the first in clay and the sewing-card, and the first-year children lead the second in beads, the tile board and the first-gift strongly, and in parquetry and blocks very slightly, the second-year children, indeed, showing almost no interest in the tile board or the first gift. Clay and the sewing-card, then, are the two things especially which keep up a permanent and growing interest into the second year. Of minor choices the second-year children lead the first in pencil and paper and scissors and paper. What may be done in developing more interest in these materials is awaiting the result of experience.

The fact that such differences do appear in the children of the different years of the kindergarten shows at least that the kindergarten child is not at a standstill; that he is in the process of development in both interests and ability.

#### A CYCLE OF WORK IN THE KINDERGARTEN

and Primary School, by Mary F. Schaeffer, of Los Angeles, Cal., is privately printed. Price 50 cents.

In this attractive pamphlet of forty-two pages Miss Schaeffer has recorded the work actually done by her in a public kindergarten in West Superior, Wis. She wisely claims that there are as many ways of making or formulating a program for the kindergarten as there are kindergartners and kindergartens, and all may be good so long as they follow the law of development as set forth in Froebel's "Education of Man."

Writing from California Miss Schaeffer says: "The child in his inherent self is the same the world over, in China, in Africa, in America, in Greenland, or on a plantation in the South; but he is greatly modified by the different family, social, and climatic influences. So the kindergartner in planning a program must consider all these various conditions which react on the little ones who are placed in her care."

First cycle: Preparation for the winter.

Second cycle: Gratitude for material blessings, culminating in Thanksgiving.

Third cycle: Gratitude for spiritual blessings, culminating in Christmas.

Fourth cycle: Résumé of holiday experiences, culminating in a doll party.

Fifth cycle: New Year suggestions—Time of sun, moon, and earth—Interdependence—The light-bird.

Sixth cycle: Observation of sun and its relations to the earth; thought of climate and occupations suggested by different climatic conditions culminating in the "dignity of labor."

Seventh cycle: Celebration of heroes' birthdays.

Eighth cycle: Renewal of life, culminating in thought of Easter.

Ninth cycle: Beginning with the nights, culminating in Decoration Day.

#### A YEAR'S KINDERGARTEN PROGRAM.

Miss Nannie H. Davis of Clarksburg, W. Va., writes:

Having been helped so many times by suggestions in the *KINDERGARTEN MAGAZINE* from the practical working of other kindergartens, I venture to send an outline for a year's work that I have used, and found very successful. In making it out for myself I condensed much less, necessarily. A program might be compared to a post to which a horse is tethered. He must have some restraint, but his rope should be long enough to admit plenty of freedom and exercise. In working out the plan of this program, I have found the advertising part of the monthly magazines invaluable. I first tacked upon our wall a strip of heavy paper—about one foot wide (length as space admits). Then whenever a new thought was introduced we hunted thru old magazines for a picture to illustrate it, and the children pasted it upon our wall "scrapbook." For instance, under the subject *Homes* we had houses, and by them the father, mother, and children who lived there; below them other kinds of houses—wigwams, tents, Esquimo huts, etc. To make a whole town we had a large sheet by itself. Subjects were divided from each other by bright strips of paper. I have never found anything so satisfactory. I move the sheets of paper up higher as we finish them, and the children can begin at the top and go all thru the ever-widening sequence, down to the last picture. It keeps it before their minds constantly. Hoping these ideas may help some one else, I send them.

Miss Davis has represented her program by a circular diagram, the center of which reads: "Unity in all creation, as expressed in the Fatherhood of God and the Brotherhood of Man." Radiating from this center, and grouped according to the months, the program is subdivided as follows:

SEPTEMBER: Subject, Homes.

First week—Children's houses; uses of different rooms. Second week—Kindergarten home, how children help. Third week—Homes in nature. Fourth week—Homes in plant life.

OCTOBER—Subject, How Homes Are Made.

First week—How our houses are made; wood from trees; lumbermen and carpenters. Second week—Homes of animals; trees make homes for squirrels and birds as well as for us. Third week—Homes of seed babies; plants make seed-pod homes for them. Fourth week—Homes of insects, spiders, caterpillars and bees in winter.

NOVEMBER: Subject, Preparation for Winter.

First week—All preparing for winter; plants rest after their work is done; they give us corn, wheat, nuts, etc. Second week—Need of fuel as well as of food; trees give us coal stored away in God's pantry. Third week—We need clothes as well as food; how animals help us to these, sheep, cow, etc. Fourth week—All our wants foreseen; the Father of all; Thanksgiving.

DECEMBER: Subject, Love Shown by Giving.

First week—Will need lights, too, in long winter days; gas, oil; natural lights need no attention from us. Second week—Messages, how sent, why; making gifts, why. Third week—Messages sent by angels; "Peace on Earth;" Christ the Christmas gift to the world. Fourth week—Holidays.

JANUARY: Subject, *E Pluribus Unum*.

First week—Review; Many rooms in homes, each fitted for its use; each person in homes has his own duties; many homes make towns, have fathers, mayor; have nurses, police, etc. Second week—Towns must be furnished; need lights, pavements, streets; rocks and their uses. Third week—Need stores; clothing, food and toys sent by our little world brothers and sisters; delivery wagons; what can we send them? Fourth week—Many towns make nation, U. S.; President, the father; his helpers; railroads, the streets, trains, the wagons.

FEBRUARY: Subject, Patriotism.

First week—Nations need lighthouses, public schools, hospitals, public playgrounds for city children, etc. Second week—Outline sketch of our country's history; Columbus, Washington; improvements since then. Third week—Oceans the streets between nations; ships, the wagons; water, forms and uses; ocean sends water to the clouds for us. Fourth week—Many worlds in the sky above us; air is the street; balloons the wagons; telescope; God the Father of all.

MARCH: Subject, Well-drilled Nature.

First week—God needs his helpers just as the home, town, and national fathers do; we, the sun, rain, and wind, wind especially. Second week—All know just when to do their work. God's clocks: seasons, day and night, sun; our timepieces in ancient

times; value of orderly living. Third week—Sun helps, light and heat; return of spring; equinox; direction, north, east, south and west. Fourth week—Rising of sap in plants; maple sugar, tree's food; circulation of blood in animals.

APRIL: Subject, Easter Thought.

First week—Awakening of all life and activity; making gardens; farmers; ploughing. Second week—Changes of grubs and larvæ to beautiful insects, nothing really dies but changes; resurrection. Third week—Return of birds; nest-building; different calls; awakening of animal life. Fourth week—Blossoms; flower mother's fruit; food for seeds and us; learn different kinds of leaves by sight.

MAY: Subject, Childhood Is Springtime—Getting-ready Time.

First week—Different mineral substances in the earth for their food; salt, iron, etc. Second week—Could not enjoy the spring without eyes and ears; body a house, describe; analogy between it and plants. Third week—Children in our garden need the same sun, air, and rain as plants, but have minds that must be fed too. Fourth week—Thunder-storms; summer rains call "wake-up"; winter's lull to sleep; closing day.

#### STORIES THAT ARE HELPFUL WITH THIS PROGRAM.

SEPTEMBER: Charlotte and the Dwarfs (Wiltse); Home of the three Little Pigs (old nursery tale); Little Fir-Tree (Andersen).

OCTOBER: Hiawatha's "Chickens and Brothers" (Longfellow); Picciola (Saintine); Siva and the Squirrel (Sir Edwin Arnold); Story of a Mouse (Wiltse); Arachne.

NOVEMBER: Thumbelina (Andersen); Little White Hen (old nursery tale); Proserpina (Hawthorne); Prometheus—Fire; Little Red Dwarf (old nursery tale).

DECEMBER: St. Christopher (Wiltse); Little Match-Girl (Andersen); Why the Chimes Rang (KINDERGARTEN MAGAZINE); The Little Fir-Tree (KINDERGARTEN MAGAZINE, Dec. '96).

JANUARY: King Arthur and His Round Table; Little Holland Boy Who Saved His Town from Flood; Cadmus and the Dragon's Teeth (Hawthorne); Seven Little Sisters (Jane Andrews).

FEBRUARY: Washington, Winkleried, Joan of Arc, Florence Nightingale; Little Mary Gibbs of S. C., and Elizabeth Zane of Va.; Why the Sea is Salty (nursery tale); Tom, the Water-Baby (Kingsley).

MARCH: Story of the Great Dipper (Wiltse); The Giant Sun and His Household (KINDERGARTEN MAGAZINE); Story of Hippity-Hop (KINDERGARTEN MAGAZINE, Oct. '93); Ulysses and His Bags of Wind

APRIL: Idema and Her Apples (Norse Legend); Little Ida's Flowers (Andersen); The Story of the Year (Andersen); Friga's Tears (Norse Legend).

MAY: The Wind and Sun (Æsop), Story of the Flax (Andersen).



## BENNIE'S SACRIFICE.

LOUISE H. CONGER, NEW YORK.

“**S**AY, Fred, what’s a sacrifice?” asked Bennie of Fred, who, deep in “Robinson Crusoe,” lay curled up in the window-seat, not wishing to be disturbed.

“Why, how should I know, Ben; ask grandpa.”

“Grandpa’s ’sleep. Do please tell me, Fred; you know, don’t you?”

“Oh, botheration, yes!” exclaimed Fred, impatiently. “Well, a sacrifice is a burnt offering.”

“What’s a burnt offering?”

“You don’t know what a burnt offering is? Why, papa read about it in church Sunday.”

Ben puckered up his mouth.

“Well, I’d be a baby and cry.”

“I want to know, Fred.”

“Well, here she goes then. The Israelites used to take lambs and goats and things like that, and burn ’em up.”

“What for?”

“For their sins, of course.”

“Burn goats for their sins!”

“Yes, to cure ’em.”

“Where’d they burn ’em?”

“In the wilderness.”

“What’s a wilderness?”

“A place where nothing grows.”

“Why did they burn them in the wilderness?”

“’Cause they couldn’t burn them in the churches. It ’d make too bad a smoke.”

“Couldn’t they burn them in the yard?”

“Didn’t have any yards, goosie.”

“How’d they burn them? In stoves?”

“Didn’t have any stoves. They made altars.”

“What’s altars?”

“How stupid you are, Ben. Why, an altar is a heap of stones.”

“Oh!”

And Fred curled himself up once more, quite satisfied that he had given his small brother a most valuable amount of information.

Meanwhile Bennie trotted off by himself and sat on the lower step of the broad oak staircase and watched the logs blaze up the chimney.

"It must have hurt the lambs and goats to be burned up," he said to himself, "'cause it hurts me when I burn my finger with a match. The poor goats!"

Just then a curly head appeared over the banisters.

"Bennie, ain't you coming up to play wif me?" and little Ella, the family tyrant, stamped her little foot restlessly on the floor by way of emphasis.

"What are you going to play, Ella?"

"House."

"I should think girls would get tired of playing house. Why don't you play horse or Indians for once?" said Ben, as he slowly climbed upstairs.

"I don't like that."

"They're nicer 'n house or dolls."

"You be the papa, Ben," said Ella, totally ignoring her brother's objections.

"Well, put the children to bed and we'll go to the theater."

"After the children are asleep, Ben, what theater 'll we go to?"

"Buffalo Bill. That's the only decent thing to see."

"Can't we take the biggest boy?"

"No; I won't cart any children 'round when I go out for pleasure. He'll only be in the way."

So Ella put all her family of five dolls to bed, and she and Ben played Buffalo Bill.

"I didn't think we'd have to be the Indians and pay to go in besides," she said, regretfully.

"But there isn't anyone else to do it but us. Now, I'll be Buffalo Bill and you can be an Indian."

"I don't want to be a Nindian."

"You'll have to. Now, I'll make a lasso out of this piece of cord and sit on the bottom of the bed, so 's to be on horseback, and try to catch you."

All went well for a few moments, until the unfortunate lasso caught in Ella's curls and gave them a terrible pull, whereat her wrath waxed hot, and she set up a most lamentable wail.

"I—I—don't want to be a Nindian," she sobbed.

"Well, who wants you to? You're only a girl anyway."

"I—I—think you're an awful boy."

"You're a crybaby."

Ella became wild at this epithet.

"You're wickeder 'n a—a Israelite; there!"

"I'm going away, and maybe I won't come back." And as Ella continued to cry, Ben stole off by himself to the attic to sulk.

For a whole hour Ben remained in solitude, when, growing weary of this uninteresting performance, he slipped quietly down the stairs so that no one would notice him. As he passed the play-room door he saw Ella sitting in her little rocking-chair, her tears dried and a picture-book spread out before her. How like a picture she looked with her wreath of brown curls, and big, dark gray eyes. He began to feel some compunctions of conscience, but disliking exceedingly the ordeal of apologizing, he quietly made up his mind to clear his conscience another way. So he stole into the garden unobserved and went straight to the tool-house, behind which there was a number of loose stones. These he put in his little wheelbarrow and carted them a short distance away where there would be no danger of anyone seeing him. There he reared an altar for a burnt-offering.

"But I haven't any lamb," he exclaimed, after the altar was finished. His little hands were nearly frost-bitten, for the weather was bleak and cold, but he did not care so long as his sins were "cured"

"I'll go and get my lamb that grandpa gave me on my birthday," he said to himself, and hurrying back to the house and upstairs, he went to the closet where his precious lamb was kept. He felt a little queer and shaky, and afraid lest some one should see him; but mother had company in the parlor, Fred was still deep in his book, and Ella was still following the adventures of Jack the Giant-Killer. Biddy would never see him either, for she was scrubbing the cellar stairs. So he again stole out unobserved after helping himself to some matches. The poor lamb was doomed!

"I wonder if they killed them first," he mused. "They must have, or the lambs and goats would have kicked so they could not have held them." So, taking out his brand new penknife he cut

the poor lamb's throat, so that all his sawdust blood ran down on the ground. Then Ben placed him on the altar and, lighting a few twigs and a piece of paper, commenced his sacrifice, first kneeling down and saying his prayers.

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"Where the dickens does that smoke come from?" Fred sniffed the air like a hound. "Wonder if Biddy's burning anything? Biddy," he called, throwing open the kitchen door none too quietly, "what's burning?"

"Whoy, nothin', child, dear; it's daelin' with wather, not foire, Oi am. The min must be bur-rnin' twigs an' shticks out o' doors."

"But don't you smell smoke, Biddy?"

"Thot Oi do. Me nose has been choked with it these tin minutes."

"Fred! Fred!! Fred!!!" and a child's scream sent terror to their hearts.

Biddy threw open the back door.

"The howly saints preserve us! The child's afoire!" And Biddy snatched the ironing-blanket from the drawer and flew to meet Bennie, who had come within a hairbreadth of making a burnt-offering of himself. With great courage and quickness she wrapped the little boy in the blanket and succeeded in smothering the flames, while Fred brought a pail of water from the pump.

"Don't drown the poor choild now that he's most bur-rned. Haven't ye any more sinse? He'll be all roight now, won't ye darlint?" and Biddy took the poor frightened little fellow in her kind Irish arms and carried him into the house.

"Fred, Fred," the small high priest wailed, "go and put the sacrifice out."

Fred looked puzzled.

"The sacrifice I made; it's near the tool-house."

"But fer the Howly Mother a protecting o' us we moight all have been bur-rned aloive!" ejaculated Bridget, as with a knife she commenced to cut away the sleeve of Bennie's jacket, for his arms were badly burned.

Fred succeeded in putting out the "sacrifice," wondering to himself what put such an idea into his small brother's head, and by what means the tool-house had escaped being burned, as the wind was high and the shrubbery and grass very dry.



"What a queer chap you are, Ben," said Fred, after he had executed his brother's orders and returned to the house. "That wasn't the way the Israelites did it anyhow!"

"It was the best I could do, and—and—(a big sob) you told me how."

"Well, if I ever! What'd you do it for?"

"'Cause I was bad."

"Who to?"

"Fred, just ye be shtill and shtop botherin' the poor lamb; it was fer pinance he did it, wuzn't it, darlint?"

The poor arms hurt terribly, but he tried not to make any "fuss" so that Fred wouldn't laugh at him, and as Bidley carried him upstairs he whispered to her: "Bidley, will I die in my sins like those men papa reads about?"

"Not a bit o' it, shweetheart," returned Bidley, consolingly. "Them crazy Ishrilites didn't know no better."

### THE GREETING.

AH, what a wondrous gift of God  
Our human bodies are,  
Still serving us from day to day,  
Both in our work and in our play,  
Without a break or jar!

Dear mother, when you see your babe  
Play with his tiny hands,  
As tho just learning they were his,  
Remember, here a lesson is  
For one who understands.

Oh, help him, as his body grows,  
To feel it is God-given;  
So that in all earth's happy ways,  
Thru peaceful nights and busy days,  
His life may forecast heaven!

—*Transcription from Froebel.*

## THE LATEST DEVELOPMENTS, CHANGES AND PROMOTIONS IN THE KINDERGARTEN FIELD.

The Parlors of Citizens might be rented for public kindergartens. Superintendent Maxwell, of New York city, finds that 7,500 five-year-old children are not now provided with kindergarten opportunities in the borough of Brooklyn alone. He offers the following practical solution of this difficulty in his recently published annual report to the city school fathers:

"That so large a number of rooms could be obtained in the regular school buildings is for the present out of the question, and very unlikely in the future. How, then, may such a number of rooms be obtained? A member of the committee on kindergartens, Mr. Charles N. Chadwick, has made a suggestion which seems to me to solve the problem and to be entirely feasible. He suggests that in every section of the city people may be found who would gladly, either for the sake of the money involved or for the sake of their own children and those of others, let the parlor floors of their houses for kindergarten purposes. The objections generally raised against using hired premises for school purposes, do not lie against the premises referred to, or at least not in the same degree. As the rooms would be confined to parlor floors they would be reasonably well lighted. As the register in each class would be limited to forty, and the attendance would seldom exceed thirty-five, and as no session would exceed three hours in duration, the lack of an artificial system of ventilation would not be severely felt. Moreover, the rooms referred to, as a rule, already contain a piano, which could be rented with the room at a moderate price. Not only would all the children of school age be accommodated, not only would the opportunities for training enjoyed by each individual child be vastly increased, but the kindergarten spirit, the kindergarten method of dealing with children, would penetrate thousands of houses and thousands of hearts that are now untouched by its benign influence. The outlay for such a scheme—the rent and furnishing of the rooms, the salaries of the kindergartners, and the cost of material—would be very slight compared with the *substantial and enduring benefits that would accrue to this community.*"

The Chicago Kindergarten Club announces the following subject for the coming year's work: A Study of the Psychology of Imagination and Will. To conduct this study the club will be divided into six groups. Each group will be responsible for the program of one regular meeting of the club, and will meet with its chairman early in the fall to discuss plans of work. It will also meet, to further define these plans, two weeks prior to the regular club meeting of which the group has charge.

All members of groups will be notified of the time and place of their group meetings. These groups will be expected to study along three main lines, as follows:

First, reading from suggested references.

Second, citation of parallels from Froebel's writings.

Third, collection of illustrations derived from practical experiences with children.

THE city of Menomonie, Wis., is the center of the kindergarten field in Western Wisconsin. Last year a kindergarten training school was organized and this year a large class will be admitted, the young ladies all coming from other cities. Eight salaried teachers are employed and three kindergartens are in daily session, with an average attendance of ninety children. The kindergartens and the training school are under the able supervision and direction of Mrs. Martha Logsdon-Coull, of Indianapolis, Ind. Mrs. Coull is a graduate of the normal department in the Indiana Kindergarten and Primary Normal Training School, and after graduation was retained in the school as a mem-

ber of the faculty until her removal to this field of work. Miss Flora B. Hayes of Greencastle, Ind., and a graduate of the Indiana Kindergarten and Primary Normal Training School, is the director of the North Menomonie Kindergarten.

MRS. MARION B. B. LANGZETTEL, of New York city, will conduct a series of articles in the coming issue of the KINDERGARTEN MAGAZINE, entitled "Kindergarten Lessons to Mothers," which will show the use of the elementary materials thru plays and songs with the baby children. Mrs. Langzettell for several years conducted the mothers' course in connection with the Pratt Institute kindergarten department, and is at present in charge of a well-equipped private kindergarten in New York city, in connection with a mothers' and nurses' class. Mrs. Langzettell has spent the last summer in Italy, Switzerland, and Germany, attending the Beyreuth festival. We feel that this series of articles will be of positive benefit to all beginners in the work as well as to those kindergartners who find the "baby table" a more serious problem than the older children.

MR. HORACE FLETCHER, the genial traveled author of "That Last Waif," spent the summer on the Continent and writes from Paris as follows: "I again visited some kindergartens in Holland, but found none in Belgium or in the part of France we visited. From six to twelve the children are more generally cared for than with us, communities being compelled to provide education for all between these ages. Bicycling thru Holland and Belgium and Northern France opens these countries up in a new and charming light. Railroads seek factories and factories seek railroads, while both aim to avoid the most favored and habitable spots along the ancient highways, so that it is only by carriage or bicycle, or on foot, that one can explore the most delightful places and see the most interesting people at their best in and about their homes."

THE beliefs prevail that the kindergarten is a nursery for the care of the children of busy but indigent mothers; or that it is a play-room solely, where caprice is allowed to run riot; or that it is a place where the spontaneous play of childhood is repressed or curbed in the interest of premature education and discipline; or that it is a field for "fads" of recent growth (a fact too true in many misguided quarters, but foreign to the teachings of Froebel). Such beliefs as to the true purposes and functions of the kindergarten are as false as they are mischievous and misleading. They are worse than no beliefs on the part of those who entertain them.—*Francis E. Cook, Principal Crow School, St. Louis.*

JOHN BURNS, one of the working-men in Parliament, told an anecdote of his boyhood the other day. He stated that while a small boy he was coming home at one o'clock in the morning from Park-lane, and assisting his mother to carry a heavy basket of laundry. At the bottom of the basket was broken food for himself and brothers. It was a cold, wintry morning, and he remembered sitting down to rest on the basket near the House of Parliament at Westminster. He remembered saying, in his boyish way: "Mother, if ever I have health and strength, no mother will have to work as you have to, and no child do in life what I have to do." He kept his word to the best of his ability.

A WELCOME word: "Let me thank you for the many valuable suggestions and the many inspirations which each number of your magazine brings to me. I look forward each month to the arrival of the KINDERGARTEN MAGAZINE with as much pleasure and delight as a little child shows upon the receipt of a new toy. It is a great aid, and especially to one situated as I am, here in a place where perhaps out of twenty you find one interested in this, to me, the most beautiful of occupations—kindergartening."—*L. Graff Wise, Nashville, Tenn.*

OVER sixty journals have published editorial protests against the *Atlantic Monthly* article, "The Kindergarten Child—After the Kindergarten." We have found but one journal who pats the writer on the back. This is *Vogue*,

which does not make a specialty, as we understand its columns, of the latest styles in education. *Vogue* closes its editorial with this statement: "The *Atlantic Monthly* article can be commended unreservedly to all who care to read an intelligent criticism of kindergarten methods."

MADAM KRAUS-BOELTE of New York writes for six copies of "That Last Waif," saying: "I want to call attention at our first alumni meeting in October to this book. It has *interested me greatly* to read it, and the good which will come from it may come gradually, *but surely*." All working for the extension of the kindergarten cause should urge the distribution of this volume, which tells what the kindergarten has done, is doing, and may do. (Price \$1.50; 6 copies, \$7.20; 10 copies, \$10.)

MISS FLORA COOK, author of "Nature Myths," said at the recent Illinois Child-study Congress: "Kindergartners and primary teachers must have a common and dominating ideal. So long as the kindergartner has fixed generalizations, and so long as the primary teacher has formal work, the gap between the two cannot be bridged. The ideal of the kindergartner should be just true simple life, and social activities are demanded in life—such as cooking, gardening, etc."

WHILE in Springfield (Mass.) the Conference of Play which we reported in full in the September issue was moderately attended, it was an inspiring success. The earnest consideration of this seriously happy subject indicates exfoliation rather than evolution in pedagogy. Mr. Gulick has made himself an authority on this special subject. Miss Patty Hill writes of the work as follows: "Dr. Gulick treated our own subject in a masterly manner. It was a rare treat."

THE Brooklyn Board of Education has voted that hereafter all new school buildings for primary and intermediate grades shall have one or two large rooms especially constructed for kindergarten classes; and some of those rooms are being built in the new buildings this summer with winter gardens of glass, fireplaces, and every modern convenience.

"Mothers' Meeting Leaflets," in a neat envelope, with topical outlines for a series of monthly meetings, including list of reference books all along practical subjects, edited by Mary Louisa Butler. Only 10 cents by mail to any address. In orders of one hundred, assorted from ten subjects, 30 cents. Kindergarten Literature Company, Chicago.

MISS OLIVE E. STEELE is conducting a kindergarten at Mani, Hawaii, supported by a large plantation for the benefit of plantation children. An adjoining plantation is contemplating opening a similar cozy school, and the hope of those who are interested is that every plantation on the island will, in time, follow this example.

At the request of Madam Kraus, of New York city, we correct the statement made in the report of the National Educational Association, kindergarten department, as follows: "That the kindergarten was recognized by the N. E. A. as early as 1873, but did not become an organized department until ten years later.

THE Calcutta Girls' High School, India, is under the principalship of Miss Flora Widdifield, a graduated kindergartner of the Chicago Kindergarten Institute. A well-equipped training department is conducted by Miss Widdifield, who is reported as the only thoroly trained kindergartner in India.

THE Central Normal School of Mt. Pleasant, Mich., has opened a kindergarten training department in charge of Miss Margaret Wakelee. The opening class for the kindergarten training enrolls eighteen students.

DR. C. C. VAN LIEW, one of the editorial associates of the KINDERGARTEN MAGAZINE, has been appointed to the presidency of the California State Normal School at Chico. Our congratulations go with you.



MISS VALENTINE PRICHARD, formerly of Canton, Ohio, has accepted the principalship of the San Jose Kindergarten Training School, the location of which is to be changed to Palo Alto, the site of the Leland Stanford University. A students' home club is one of the prospective plans of the work.

THE board of education, Oakland, Cal., provides the use of a room, janitor service and heat, free of expense, to Miss Charlotte Louise Morgan, for the care of deaf and dumb children. The salary of the teacher is raised by subscription so that the school is free to the little mutes.

MISS FLORENCE BUCKINGHAM, formerly of Chicago, is one of the instructors in the kindergarten training school at Erie, Pa., Miss Kate Spencer continuing as principal of this thriving work. A students' home is one of the characteristic features of this training school.

ARE you in favor of two daily sessions for kindergarten children? Are you willing to teach two different sets of children morning and afternoon for the same pay? Do you find the children under five years receptive in the afternoon?

MISS OLIVE RUSSELL has been elected to take charge of the Chicago Normal School Kindergarten, successor to Miss Annie Allen, who will continue her work with Colonel Parker's faculty in the new Blaine school of pedagogy.

MISS MARI RUEF HOFER will lecture on Children's Music in Kansas City, Omaha, and St. Louis the latter part of October, and extends her tour to the eastern states during November and December.

AMERICAN members of the German Kindergartners Association should send dues promptly either direct to Fr. Heerwart, Eisenach, Germany, or thru the editor of KINDERGARTEN MAGAZINE.

THE article in the January (1899) *Atlantic Monthly*, entitled "Fathers, Mothers, and Freshmen," makes good family reading where the educational conscience of parents needs quickening.

THESE five—I can, I may, I must, I ought, I will—name the successive rounds of the ladder by which man rises into his divine heritage of freedom.—*Dr. W. N. Hailmann, Dayton, Ohio.*

THE Free Kindergarten Association of Jackson, Mich., has engaged Miss Nathurst for director of its free kindergarten for the coming year, with every promise of a successful year's work.

"That Last Waif, or Social Quarantine," by Horace Fletcher, is doing its work steadily, and making known the greatest social saving power of the day, viz., modern Froebel education.

THE widow of Froebel is now eighty-four years of age, and in remarkable health for her years. Her home will be in Eisenach soon, altho she is at present still in Hamburg.

MISS ANTOINETTE ROGERS, of Watertown, N. Y., celebrated her kindergarten decennial last month by holding a public reception to all friends of the great cause.

THE Southern Educational Association meets in Memphis, Tenn., next December. Miss Mary McCulloch is president of the kindergarten department.

MRS. M. L. VAN KIRK, of Philadelphia, spent the vacation at her summer home, "Beechwood," Rosemont, Pa., and opened a large class on her return.

SHALL there be two sessions of kindergarten in one day? Watch for a discussion of this subject in a later number of the KINDERGARTEN MAGAZINE.

*The Rocky Mountain Educator*, conducted for four years as a monthly by Fred Dick of Denver, is now issued as a weekly, appearing each Saturday.

DR. HAILMANN'S able address at the summer meeting of the N. E. A. is an inspiration to young and old in the kindergarten profession. Read it in the September KINDERGARTEN MAGAZINE.

BUDAPEST, Hungary, held a five-day international child-saving congress during the summer under the protectorate of Emperor Joseph.

THE Syracuse Mothers' Club conducted a public playground during the past summer, seven hundred children enjoying its comfort.

MISS ANNA GOULD, formerly of Menomonie, Wis., is now superintendent of the Free Kindergarten of Greencastle, Ind.

THERE is no power on earth which can make a boy believe that a whipping is for his good.—*Mrs. Ella Young.*

THE *Pedagogical Seminary* for September contains an exhaustive bibliography of child-study literature.

HAVE you noted the article on "Use of Outside Materials," which appeared in our September issue?

MISS GERTRUDE HANBECK of Grand Rapids is conducting the training class at Canton, Ohio.

BARTON (Fla.) kindergarten continues under the direction of Miss Nina Dickinson.

MRS. E. D. N. WORDEN, of Topeka, spent September in Cincinnati and Chicago.

## Mother Goose Songs Without Words

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## CONCERNING FRESH BOOKS.

"Letters to a Mother."—The idea of man as member-whole is the fundamental thought of Froebel's philosophy. It is likewise the basic thought of Miss Blow's first book, "Symbolic Education." "It implies," she says, "two apparently antagonistic yet really complimentary ideas. The individual can develop only thru his own self-activity. The individual can develop only by appropriating the experience of mankind. The solution of the paradox is found in a development incited by generic ideals. This last-quoted sentence from "Symbolic Education" provides us with the thesis of Miss Blow's latest book, "Letters to a Mother," a book which is written as well for kindergartners and for all who have charge of the education of children.

The *letters* are an exposition of the methods and processes by which, thru the ascent of thought to causal activities and altruistic ideals, the *Gliedganzes* may become actual. The human being is not born free. He is at first bound and isolated by sense perception and impelled by caprice and impulse. The entire burden of the "Letters to a Mother" is this: that thru the rise out of sense-perception into the habit of thinking causal energies the intellect becomes free; thru the ascent out of action based upon instinct and impulse into the habit of action based upon conscious ideals the will becomes free. This is the process of development of each of Froebel's Mother-Plays. This, likewise, is the process of development of each *letter* in the "Letters to a Mother."

The rise of the individual from intellectual and volitional isolation and limitation into the power of thinking and willing the universal and the ideal develops him not only as an independent being, but identifies him at the same time with the highest spiritual achievement of all humanity, and helps him to fulfill his destiny as member of the institutional whole.

The "Letters to a Mother" consider fifteen of the Mother-Plays. These are: The Falling Song, The Kicking Song, The Weather Vane, All-Gone, The Clock, The Taste Song, The Flower Song, Beckoning the Chickens, Beckoning the Pigeons, The Bird's Nest, The Pigeon House, The Shadow Song, The Barnyard, The Little Fishes. In her method of renaming these songs it is interesting to note how often Miss Blow has based her letters upon the thesis of her book. Again and again do the names suggest the rise thru the things of sense of the baby-mind into the mind of the philosopher at home in "the eternal verities."

The upward movement made by Miss Blow among the songs of the *letters* is also important. She omits from the chain the Falling Song, because in this song she recognizes the sole instance of the mother's action running in advance of her child's manifestation, in order to call forth the love and faith which are the conditions of her success in applying the principles of the succeeding songs. Starting thus with the Kicking Game "all the songs thus far considered have shown advancing degrees of self-activity in the child and increasing recognition of self-activity in his environment. The Play with the Lambs had claimed the child's own motor activity as the point of departure for his development. The Weather Vane had shown him interpreting movement not his own by a process of unconscious introspection. The All-Gone commentary had indicated the transition from a blind response to external seduction to the impulsion of conscious ideals. The Tick-Tack has found in the allurements of the clock the point of departure for a rhythmic or circular activity. The Taste Song had noted the dawning consciousness that qualities are the deposit of activities. The Flower Song and commentary had interpreted the child's faith in the flower fairy as the presentiment of the truth that wherever there is self-activity there is a self or soul. The songs of Beckoning the Chickens and Pigeons had signaled the discovery of life as the ascent of the child's consciousness beyond the stage of animism. The



Fish in the Brook declared the craving of life for life. Always the living soul panted for more and fuller life, and it was because of their abounding vitality and incessant movement that fishes and birds appealed so irresistibly to the child's imagination."

The meaning of life as Froebel hinted at the word, and which is thus symbolized in the exuberant vitality of fish and bird, is thus finely interpreted in the letter on Self-Making (Kicking Song). "Life is the unconscious totality of being. . . . that energetic wholeness and fullness of being which never during the term of our mental existence arises into complete consciousness. Our conscious and voluntary selves are therefore merely island peaks rising out of the depths of an unconscious ocean of being. Life is deeper, richer, fuller than conscious thought and will; it is the infinite obscure which eternity must illuminate."

It is not often that one finds associated with clear philosophic statement equal simplicity in practical demonstration. In the "Letters to a Mother," however, thru their pertinent use, illustration, theory, and method illuminate each other to such a degree that no intelligent reader may misunderstand. How to exercise the senses and the will on the plane of things, the plane of childhood, that upon objects of sense, mind, and volition may mount to the realities of spirit "as flies the lighter thru the gross." This is the accomplished object of the *letters* to any mother who will bring to them the heartfelt desire to help her child to spiritual-mindedness.—*Constance Mackenzie Durham.*

"Experimental Study of Children," including anthropometrical and psychophysical measurements of Washington (D. C.) school children, is sent by the Bureau of Education, and is the splendid work of Arthur MacDonald, a specialist in the department. Thirty-four pages are given to an exhaustive bibliography of child study, including books in many languages. The list of general conclusions which Mr. MacDonald modestly makes is full of interest in the extreme, and we reprint these as they stand on pages 1345 and 1346 of the report:

"It would be the height of pedantry to build any elaborate system of moral pedagogy on such a limited supply of data.

"Five important facts or principles are clearly suggested by the above material.

"First. Moral action in early period of life, and even in early manhood and womanhood, is a matter of imitation and suggestion rather than of intellect. The great rôle played by suggestion has been shown by Mr. M. H. Small.

"Second. Tho children are born with the sense of the oughtness out of which the moral nature grows, yet this would avail nothing did not parents furnish the growing boy or girl with clear conceptions of the moral content of life, i. e., instruct him or her thoroly in all the principles that teach duty to God and man.

"Third. It is very evident that much of the moral excellence of the character of many of those reporting is due in large measure to the hereditary influence that gathered round them at their birth. Blood does count for something with a vengeance.

"The work goes to show that of the fifty-two moral delinquents personally studied the most of them 'had parents that were intemperate, improvident, or criminal.' When bad environment had joined hands with this bad heredity nothing short of a miracle could stay the influences that were driving these same boys and girls to the reformatories.

"The point is (a) 'The heredity of the child should be as carefully studied as the strain of the cattle with which the farmer would stock his acres, and any physical weakness or tendency to evil in his ancestry should be made known to him, in order that he may be on his guard lest the enemy that lurks in ambush in his very veins may attack him unawares; (b) the forces of environment should be so controlled as to destroy as far as possible any hereditary taint and at the same time strengthen and develop any predispositions to moral rectitude and manliness of life.'



"Fourth. The supreme aim of the parent and the teacher should be to establish definite, strong, correct habits. True morality consists as much in doing as in being. Habits are the induced states of mind or body by means of which the latent power is transformed into an effective process, and becomes active rather than passive. Their importance is recognized in the mechanical world. The intellectual and moral spheres have indeed been slow to acknowledge their worth. Manual habits enable the mechanic to produce the finished article; moral habits the boy or girl to maintain a blameless character under every circumstance of life. Sound knowledge of moral truth is good, but sound habits of moral action are better.

"It is perhaps universally true that parents have devoted themselves assiduously to the instruction of their sons and daughters, rather than to the establishment of habits. The natural and most effective means has thus been neglected.

"Fifth. The last stage is the purification of the child's taste. All children are born with impulses and desires which are capable of unlimited education. In the early years of youth they are the controlling factors of the child. Intelligence and conscience assert their sway later. Not only are there natural tastes, but there are acquired ones. The latter are much more numerous, and are the direct production of environment. According as one's tastes are pure and noble so will be the life. Much can be done to surround the growing soul with such influences as will make for strong, vigorous, noble manhood or womanhood.

"Sixth. For the evolution of the ethical consciousness nothing is perhaps better than the arousing of the religious sentiments.

"Seventh. He who would lead must walk in the way himself.

"Eighth. Love and faith are worth more than knowledge or specific forms of government."

"Nursery Ethics," by Florence Hull Winterburn, comes in a new edition from the Baker & Taylor Co. The *New York Post* has said of this volume that "the parent who can read it without benefit must either have attained perfection or be beyond the reach of grace." We are glad to see this volume listed on the catalog of one hundred selected books issued by the National Congress of Mothers. On page 16 we find the following paragraph which illustrates well Mrs. Winterburn's style of treatment: "Nature gives her small creatures cunning to pit them against the destructive force of her monsters; so we should rather inquire into the reason of the development of cunning in children, when they display it, than blame them for possessing what may be their sole weapon of defense against hard circumstances." We find in both of Mrs. Winterburn's books ("Nursery Ethics" and "From the Child's Standpoint") a tendency to defend the child against its parents. It has long been our faith that the chief sinning of parents is in ignorance and a lack of general culture. When our states and our Union raise child culture to the same dignity as agri-culture we may look for a decrease in the deadly competition which now exists between parents and their offspring. One of the most practical chapters in "Nursery Ethics" is that which deals with the detail of "The First Days of Life." Price \$1.

"From the Child's Standpoint," by the same author, a volume of three hundred pages, is a series of little studies or sketches, loosely caught together, but full of sympathetic intelligence. The frontispiece is from a photograph of Mrs. Winterburn, and shows a charmingly sympathetic and intelligent face. Price \$1.25.

"Songs and Hymns for the Primary Sunday-School," compiled by Frederica Beard, is a collection of twenty-seven songs selected from the best kindergarten collections, together with some written especially for this work. The music represents compositions by Mildred J. Hill, Eleanor Smith, Mari R. Hofer, and other writers of kindergarten songs and adaptations of melodies from the great masters. We quote from its preface: "The progressive work of the Sunday-school, and the growing appreciation of educational principles

as its basis, has shown a need for better songs and music, especially for the primary class. . . . The 'Song Story' is often the most impressive part of the lesson (so called) if it be the right kind, rightly used. Bring a truth to the children in picture, conversation, and written word; afterwards let it be sung to, or by, children and the impression will be deepened. But the above-noted results can never be reached thru the wretched jingles which often bear the name of Sunday-school music, nor with the kind of songs so often in use. Surely the constant and absurd misinterpretations made by the little ones, of some of the songs sung in the Sunday-school, is due in part to the fact that they are beyond their appreciation, especially when symbolic language is used. Each of the several excellent kindergarten song books give a few beautiful hymns and songs suitable for the Sunday-school; but primary teachers cannot, in the majority of cases, supply themselves with several expensive books. The aim of this collection is to overcome this difficulty by putting under one cover some of the best of these songs." Price 25 cents. Published by Clayton F. Summy Co.

THE able special normal school committee, sustained by the N. E. A., has submitted a most interesting printed report dated July, 1899. The training school is fully discussed on page 14. Among other unqualified statements we find the following:

3. The training school in a state normal school should contain a kindergarten as well as the eight grades. Even tho the normal school may not aim to send out kindergartners, a good kindergarten is very desirable, because the younger the children under instruction the more fully are teachers and observers forced into a proper appreciation of the fundamental principles of teaching.

"The younger the child the more the teacher is forced to be really pedagogical. For example, the college professor may have his mind on his subject-matter and ignore the students by gazing out of the window, yet they will remain respectful and at least apparently attentive. But if the kindergartner were to do the same thing the children would cease to pay any attention to her; they would play with one another and leave the room. She *must* think of them first; she *must* be pedagogical, and, therefore, she *is*. The college professor does not have to be, and, therefore, up to the present time he very often *is not*. For this reason primarily it is desirable that normal school students come in frequent contact with a kindergarten, even tho they are not planning to be teachers in the kindergarten themselves."

"Clay Modeling" by Anna M. Holland is one of the most attractive handbooks of the season, and deals with one of the most attractive subjects in education. Clay modeling has repeatedly been found to be the favorite occupation offered by the kindergarten and primary school to the children. Miss Holland states her purpose and method in twenty pages of clear English, and illustrates the same with as many halftone plates, numbering over one thousand designs and models. She tells you how to use, prepare, handle and present this palpable and unfailingly fascinating stuff, and advises above all that you should watch artists at work whenever possible. She devotes two pages to the equipment for work, closing with the following practical statement:

"The best clay is that used by makers of stone jugs and crocks, and should be purchased at the potteries ready for use if possible. It can be bought ready for shipping at one dollar and fifty cents a hundred, if ordered in lots of five hundred pounds. In rolling for borders use a common rolling-pin and the labor can be lessened by having strips of wood three-eighths of an inch thick to put on each side of the mass, thus regulating the thickness of the clay. Roll out on wooden tables, then place on the slates to harden a little before using."

"The Play of Animals," by Karl Groos, is translated from the German by Elizabeth Baldwin and prefaced by Prof. J. Mark Baldwin. Karl Groos gives us a volume of interesting stories, data and theories concerning animal play and argues that the real problem of evolution lies in man's interpretation of

the play of the young. We quote from the preface as follows: "The last chapter treats of the psychological aspects of play. Setting out from the physiological side, I lead up to the central idea of the whole conception, namely, '*joy in being a cause*;' which seems to me to be the psychic accompaniment of the most elementary of all plays, namely, experimentation. From here as a starting point it permeates every kind of play, and has even in artistic production and æsthetic enjoyment a significance not sufficiently appreciated." The ground covered by the five chapters is: I, The Surplus Theory of Play; II, Play and Instinct; III and IV, The Play of Animals; V, The Psychology of Animal Play. Price \$1.50. Published by D. Appleton & Co.

"Psychology and Life," by Hugo Münsterberg, has been received with the greatest enthusiasm and widely read by English schoolmen and women. In fact, the Harvard professor has caught the "fancy" of our British educators, who look to this book to make an epoch in the study of educational psychology. It is indeed an invigorating volume, brimful of positive, earnest, and optimistic statements. Price \$2.

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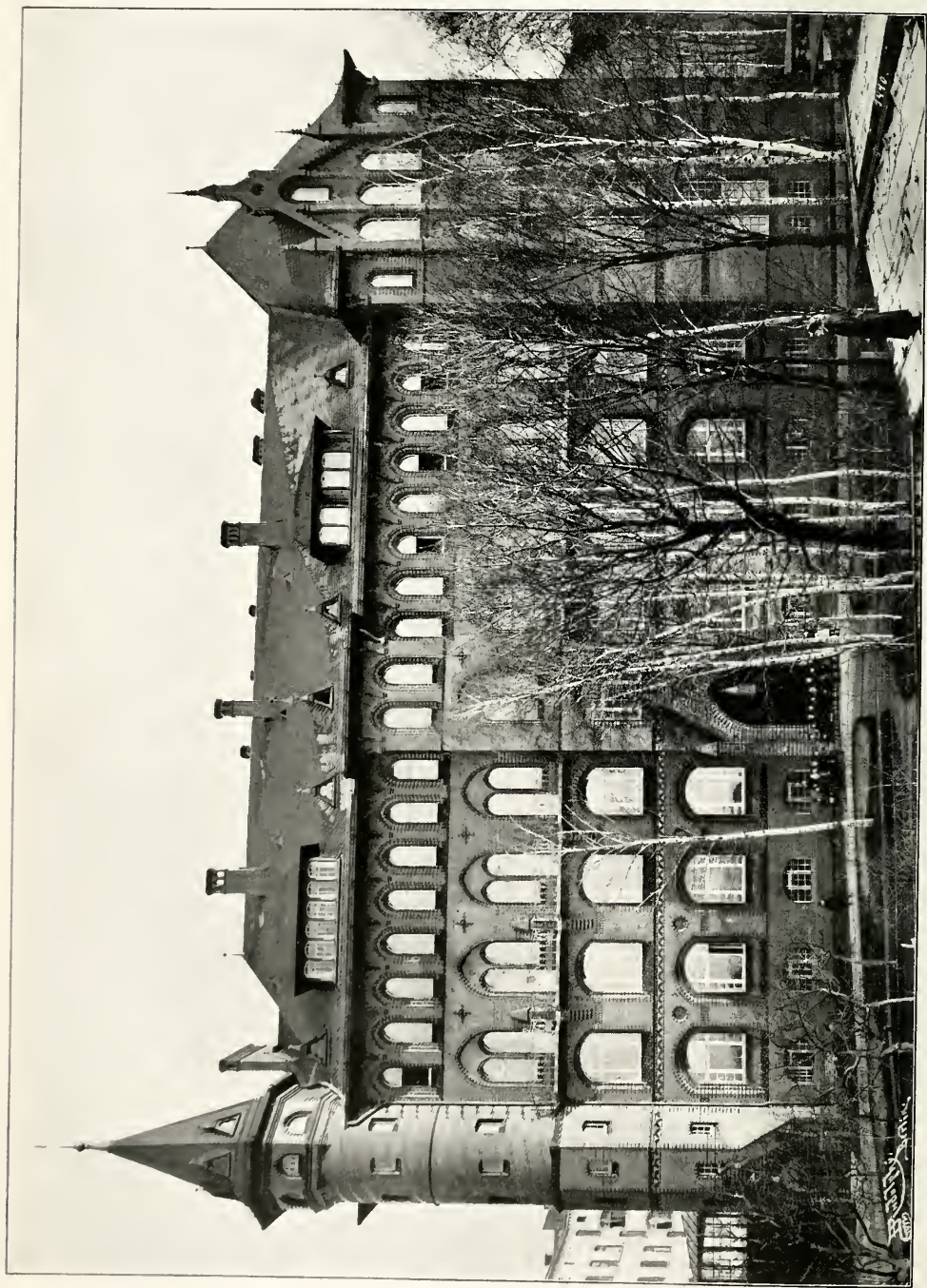
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# KINDERGARTEN MAGAZINE

*Vol. XII.—NOVEMBER, 1899.—No. 3.*

NEW SERIES.

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## FIFTY YEARS FAITHFUL SERVICE TO THE FROEBEL CAUSE.

### A LETTER TO HENRIETTA SCHRADER FROM FRIEDRICH FROEBEL IN THE YEAR 1849.

(Translated from the German of Frau Schrader.)

[This is the last of the series of reminiscences by Frau Schrader, which were translated with her permission, for the KINDERGARTEN MAGAZINE, 1895 and 1896, and which appeared under the title of "Girlhood Days at Keilhau." We bring it here as a fitting memorial to the work of Frau Schrader, the fulfillment of which Froebel himself called into possibility.—EDITOR and TRANSLATOR.]

**I**N July, 1891, in the sixth volume of the "Pestalozzi-Froebel Haus Bulletin" appeared the last of my series of reminiscences of Froebel. They closed with the report of the great teacher's convention held in August, 1848, in Rudolstadt, at which the purpose of the kindergarten and Froebel's educational ideas were the chief subjects of discussion.

The most important result of this meeting was that a considerable number of important Dresden people extended an invitation to Froebel to spend the winter in their city and give a course of addresses on his educational ideas. A definite sum for his expenses was guaranteed, and Adolf Frankenberg, a former student and coworker of Froebel, offered the use of the kindergarten, founded and conducted by himself and wife in Dresden, for the practical illustration of these lectures. Naturally these offers were accepted by Froebel with great satisfaction and enthusiasm. Thus would be opened to him a wide field for activity, and he would at least be free from the cramping poverty which had limited him for so many years. But for me personally the matter opened very differently. I had counted with such great pleasure upon becoming a pupil of Froebel, and of joining the loving and trustful circle at Keilhau; I had counted upon being together with the friends I had there already made (and we were

by this time quite a circle), to work under and for uncle. Alas! all these alluring plans for the future now faded into darkness, and for me only remained my earnest faith in the great work, with no immediate opportunity for personal participation or pleasure in it.

Nevertheless, I made up my mind at once to go to Dresden with Froebel, bidding, with heavy heart, farewell to Keilhau, where a spiritual springtime had opened to me. I was accompanied by many God-bless-yous, and heartily encouraged by my devoutly esteemed and fatherly friend, Wilhelm Middendorff. May his Farewell, which he wrote in my album at the time, here find place:

Welch' eine Blume soll ich flechten  
In diesen Kranz von Blüten ein?  
Zur Linken blick ich und zur Rechten,  
Wo ich sie suche, find ich kein.

Das kommt, die Zeit ist hingschwunden,  
Wo Knospe sich an Knospe drängt,  
Die Narbe ist im Kelch entbunden  
Und froh den Blütenstaub empfängt.

Da wird des Lebens Frucht geboren  
Still in des Herzens Heiligtum,  
Der Geist hat sich das Ziel erkoren  
Zu wirken für der Menschheit Ruhm.

Wie lange ist die Brust erfüllet  
Schon von dem Drange zu der That!  
Jetzt ist die Aussicht ihr enthüllet  
Und schön geebnet auch der Pfad.

Ein neuer Frühling soll erglänzen  
Von Blumen, die wir selber ziehn,  
Der Kinder Dank wird dich umkränzen,  
Weil ihre Seelen durch dich blühen.

*Keilhau, 17 October, 1848.*

W. MIDDENDORFF.

Froebel was not disappointed in his expectations of this larger opportunity, nor in the further spreading of his ideas thru his teaching and preaching at Dresden. One strand of influence wove itself into another, one fresh hope budded above the other, so that by the beginning of the new year Froebel was able to announce to us that in the Grossherzogtum Meiningen the soil had been found for the establishing and maintaining of a self-supporting training school for kindergartners and teachers, that



is, teachers who should have in mind the right foundation for all human development, and, in fact, he announced that he expected to open the same in the coming spring. We called it a "Froebel evening" when the men and women pupils, and others who desired to approach Froebel nearer, gathered about uncle; and on one of these Froebel evenings he was greeted by us as the "Discoverer of a New Land." Frau Dr. Herz had composed both the words and music of a ball and circle play. At the close of the play I was asked to make an address, which time will not permit repeating here.

Froebel had recognized for some time that he could not undertake and carry out the plans for a new institution without the help and presence of women. Louise Lewin, Alwine Middendorff and I were selected by him to assist in the new work. Louise Lewin had completed a course of study with Froebel in Keilhau, and during the winter of 1848 and 1849 was tutor in the house of Kammerherrn Von Kossel in Rendsburg. Alwine Middendorff, the only daughter of Wilhelm Middendorff and Albertina Froebel, was conducting the first kindergarten in Hamburg, under the direction of Frau Doris Leutkins, who had opened the same in connection with her girl's high school. It was my plan, after finishing the course in Dresden, to return home and to occupy myself with the training of my younger brothers and sisters, for at that time I had a decided distaste for taking part in a public kindergarten, the manner of applying and carrying out the Froebel idea in the Frankenberg kindergarten being entirely opposed to my feeling. In fact, I was at the time altogether too young and undeveloped to give any good reason for this dissatisfaction, but in later years I often wondered at the strong instinct of my inner feeling, for I am today convinced that it was entirely in the right direction. But Froebel had called me into his circle for other purposes than that of directing a kindergarten, as will be seen by the following letter, whereby I was drawn on to follow the dictates of his power and spirit. After a short visit in the old home I joined Froebel at Liebenstein.

BAD LIEBENSTEIN IN MEININGEN, May 8, 1849.

MY BELOVED HENRIETTA:

Again you find me coming to you, and the reasons for my coming are several. First, I find among my papers a letter which I should have inclosed at my last writing, also your received bills from Krell. I also omitted to say that should the

young women join you in coming to us, it will be well for each to bring the necessary bed linen, knife and fork, and several napkins.

Now a few words in deepest, fullest confidence and entirely for you, my treasured Henrietta. You wrote in your last letter: "If I *could* otherwise than live for your idea it would have been a great grief to me to again tear myself away from my beloved home." In the same strain writes our Louise. She is thinking with great grief of the unavoidable separation from the children whom she has learned to love so dearly, and at the same time she is thinking with equally great joy of our meeting again. She looks into the future with great trepidation, but also, she writes, with uplifting hope for the complete success of our work. She adds that she cannot do otherwise than obey the calling and the drawing to consecrate herself, her life, and her whole activity to mankind through this care for children, and do you not think that it is the same with Alwine? or indeed with myself?

Ah, who ventures to take with me the narrow way which leads to humanity's salvation, and which can only be entered by the narrow gateway of the welfare of all mankind? I do not know any young man, or mature man, who will venture it. As in my own youth I stood alone, so again as man I stand quite alone. Many will go to the extent of absolute and self-inflicted self-denial, or as far as the complete fulfillment of the highest commands of God, even to entire recognition of Jesus in every respect; but when it comes to following his example and commands in more literal and practical ways, then one and all send their excuses, as did those once invited to a certain great wedding feast.

Like the gentle breath of springtime, like unto the awakening spirit of springtime, an unseen summons is being sent thruout the world; and even as all nature must needs respond to the gentle, inevitable call, or bring destruction upon all her children, even so men must obey the call of their souls or let the spiritual nature perish utterly. Many of us perish by sheer expediency and the comforts of life. Let us follow this call of the springtime of spirit, if necessary, on thru the frosts of spring nights and the storms of spring days—behold weal to me, weal to you three—you whom I count as one person—you, Louise and Alwine.

I am convinced that you three, thru your common interests, love, and thought, are a unit, even as each of you separately is a unit; yes, you are united in light, love, and life. Each of you possesses all three of these elements, but each has one or the other element more fully developed. Therefore, forming as you do a complete unit, you are given to me as a helpmeet, as my complementary self, and *together* at least we can begin this great work of the education of mankind thru the faithful nurture of child-life, and we will continue until one or the other, or all three of you are called to your own individual life work. I have written

thus plainly that you may find ways and means of informing your dear parents as to the real place which you are to fill in our circle, and which I hope will also reassure them fully.

In due proportion to the development of your own ability you will hold your own characteristic place in our circle. While being taught yourself, you will be teaching others, and so will become a radiating center, at least when our circle shall be completed. In this way the growth and development which you crave and long for will be assured to you. At the very beginning, and especially just now, before the work is fully and vitally ordered, you will help as your insight directs you, and do what you can whenever and wherever there is need.

Without doubt you will be asked at once how your living will be guaranteed in this work. I answer with this general statement and from the heart of my own conviction: As until now the *Staat* has provided the physical needs of mankind and of the family, so in the future will the *Idee*, which is destined to take the place of the *Staat*. If the *Idee* does not save us, the faith which heart and spirit declare to be sure, then are we indeed lost. Only thru the *Idee* and thru the fulfillment of its demands are we to be saved, and thereby only can we save our dear ones, and maybe counter to their own insight. At present the *Idee* will only bring to you and all of us our lodging, board, and a respectable, comfortable, living—providing that we render to this precious *Idee* an entirely faithful service in working, teaching, developing, and nourishing it.

Jesus has already said that having food and raiment let us be satisfied. Shall we not then begin at least with this simple request, and for once be wholly Christian—literal disciples of Jesus?

If, later, you as individuals are deserving of moneys for individual use, these will come to each, according to his need and service, and above all to you, who are from the first so deeply committed with your whole soul to my work-group; yes, who enter it as a vital, life-bringing member. And if in some time to come your special destiny as a woman leads you out of our midst, it then depends upon the character of the new union you will make, and also upon the condition of our whole work-group, what your future relationship to us shall be, and yet I know that the spirit will ever unite us, however distant we may be. I have felt it my duty to express myself thus fully to you about these matters. I hope I have succeeded in making a clear understanding between you and me, and also in such a way that you can satisfy others who have a right to know, by using your own best judgment.

And again, I salute you as a veritable member of our circle, and, as such, it will give me great pleasure to welcome you right soon to our midst!

In order that you may give your dear father some idea of the other lines of our activity, besides those of the kindergarten and training school, I will jot down the title of the publication which I hope, thru the present help of Dresden friends, to issue as early as July 1, and possibly thru the editing of Dr. Marquardt.

Ask your father whether he will consent to accept an invitation to be a coworker. As a thinking and experienced head of a family, as well as a noble pastor, he would be a valuable contributor. In such ways as this I am looking to you for great and immediate help.

In these days you are sympathizing, I know, with our poor *Dresdener*, and also with our comrades in their great need and disturbances. (This is a reference to the revolutionary times of 1849.) God give them all courage, faith, and spirit!

Again it is midnight. *Schlafe wohl, lebe wohl; auf baldiges wiedersehen. Deinen Lieben die besten grüsse. Dein.*

FRIEDRICH FROEBEL.

## OPEN THE DOOR.

OPEN the door, let in the air;  
The winds are sweet and the flowers are fair.  
Joy is abroad in the world today;  
If our door is wide it may come this way—  
Open the door!

Open the door, let in the sun;  
He hath a smile for everyone;  
He hath made of the raindrops gold and gems,  
He may change our tears to diadems—  
Open the door!

Open the door of the soul, let in  
Strong, pure thoughts which shall banish sin;  
They will grow and bloom with a grace divine,  
And their fruit shall be sweeter than that of the vine—  
Open the door!

Open the door of the heart, let in  
Sympathy sweet for stranger and kin;  
It will make the halls of the heart so fair  
That angels may enter unaware—  
Open the door!

—*British Weekly.*



## EXTRACTS FROM A MOTHER'S NOTEBOOK.

PHYLLIS WARDLE.

**I**T is quite evident that Francis will never make a successful orator. He has ideas enough, but it seems such an effort to express them in suitable words, and the words that do come are brought forth with great difficulty. Just now I asked him to take the bottle down and ask Martha for a little more food for the baby.

"Lot!"

"No; only a little. Tell Martha just a little bit."

When he reached the kitchen door this is what he said as nearly as I can recall it:

"Marta, semme (seven)—eight—much—whole lot—leeya (little)—tiny—much—bit—vood (food)", each word seeming to be *dragged* from him. The struggle was laughable.

All that he lacks in words he makes up in facial expression and an expressive utterance.

"Ard!" (hard) with an uplifting of the body, the voice and attitude clearly expressing great effort. I looked out of the window to see. There was a man putting hay up into a barn. "Ard—up—man—vork," he added. (Hard work for the man to put it up.)

He is not always so troubled, however, and is almost always very polite. As I write he picks up a pair of stockings just mended and comes to me.

"Vancie put in dwar?" (Drawer.)

"Yes, dear."

"Vancie put in *dat* dwar?"

"Yes."

"Vanks" (thanks).

"Please give mamma the scissors," I ask after a moment.

"'Es, vanks" (yes, thanks).

He puts on horse reins and fastens them to a nail.

"Vas ors" (the horse is fast).

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The above was written when Francis was about three years old. I must add that he has now a little sister, not yet three,

who has great facility in language. *She* never lacks for words to express her ideas.

Francis didn't want to rock the baby.

"Vancie busy—mark."

"Yes, I know you are busy marking; but mamma is busy, too, and you must take care of your little sister while I finish this."

"Mamma no good!" he muttered.

"Vancie vink (think) 'orrible ol' mamma! Vancie vink 'orrible ol' mamma!"

"Why, Francis! don't you love mamma?"

"*Guess* Vancie lub mamma," with a troubled air.

"But you said 'mamma no good.'"

"Guess mamma good. Vancie *dus doke* (just joke). "*Ossul vunny doke*" (awful funny joke) and he laughed heartily.

"Is um virssy?" (Thirsty.)

I was putting pansies into a dish of water. I smiled and nodded.

"Did 'oo gib um water?"

"Yes, dear."

"W'y 'oo gib um water?"

"Because they keep fresh longer."

"Did um *tell* 'oo?"

I smiled but didn't reply.

"'Ow (how) um tell 'oo?"

"Oh, they looked up into my face and I thought they looked thirsty."

"Oh—h—h! Dat nice! I virssy, too, mamma."

One day, when about four and a half years old, Francis came down-stairs to me, and picking up a doll's carriage asked: "When our house burns up will *dis* burn up too?"

"When we die and our house burns up will *dis* burn *too?*" he insisted, as I looked at him, trying to comprehend what he meant before replying.

"What do you mean, dear?"

"When we all die and go to *heben*, and *dis* worl' is *burned up*, will *dis baby carriage* be burned, *too?*"

"I think the carriage will be broken long before we are all dead; but what made you think the world would be burned up?"

"'Cause papa said when we all die, an' ebbybody in *heben*, *dis* worl' will burn up. *Will* it?"

He stands before me, his eyes big and his manner full of suppressed excitement. Not *excitement* either—I can scarcely express it. He is so terribly in earnest, and the words come forcibly, explosively, and yet it seems hard to express himself. The ideas are larger than his vocabulary. The interest in his face and attitude, together with the struggle to express what he wishes to say, combine to make the scene much more interesting than it seems to write about.

"Then there will be a new earth," I told him, trying to take his mind from the thought of the earth burning.

"Asser (after) *dis* one burn up?"

"Yes; God will make a new earth."

"An' who will *lib* in it?"

"Perhaps *we* will."

"But we will be *dead*!"

"No, we do not die; it is only our bodies that die. Perhaps God will give us new bodies."

He started back dismayed, his eyes bigger than ever as he exclaimed, "But *I* don't want to be nailed to a cross!"

"Why, my dear," I cried in surprise, "what makes you think you would be nailed to a cross?"

"But—but *Jesus* was nailed to a cross, and that's the way *he* got a new body."

### BABY COURTESY.

FLORENCE A. KELLOGG.

COURTESY met me this morning,  
 Courtesy five years old,  
 With eyes as true as the skies are blue,  
 And hair of the sunniest gold.  
 Courtesy gave me a hand-clasp,  
 Soft as the leaf of a rose,  
 Yes, and a kiss that I would not miss  
 For the gold that King Midas chose.  
 Courtesy made me welcome,  
 Tell me, what need of words?  
 For a look as glad as her heart she had,  
 And a laugh like the song of birds.  
 Courtesy's whispered greeting  
 Her innocent secret told,  
 For Courtesy's other name is Love  
 When you know her at five years old.

## KINDERGARTEN LESSONS FOR MOTHERS.\*

MARION B. B. LANGZETTEL, NEW YORK.

### LESSON II.—BALL PLAYS.

The baby new to earth and sky,  
What time his tender palm is pressed  
Against the circle of the breast,  
Has never thought that "this is I";  
But as he grows he gathers much,  
And learns the use of "I" and "me,"  
And finds "I am not what I see,  
And other than the thing I touch."  
So rounds he to a separate mind  
From which clear memory may begin,  
As thru the frame that binds him in  
His isolation grows defined.

—*In Memoriam*—xlv. Tennyson.

IN our former article we began to see how thru the continued and intelligent use of the child's own plaything, he comes to realize "I am not what I see, and other than the thing I touch." All outward activity has its basis in a child's inward life; hence the change in the selection of playthings at various periods of childhood. This inward life can only know itself as its power is tested by action. Thru reflection upon one's own act does man know himself, and this is true in a sense of even the little child.

Let us take any one of the starting points already made in Lesson I, and see how as the child grows older his use of this same plaything (first gift)† changes from time to time. For clearer illustration we will take the movement from right to left. Mother and he have played "tick-tock," "ding-dong," and other very simple plays, in which the words have been merely a description of the action shown. So closely are they associated together in the child's mind that the one almost stands for the other. Now that he has learned the word, action and object as one, he must go on

\* Mrs. Langzettel, formerly of Pratt Institute, will contribute this series of articles for beginners, and will answer all questions sent thru the columns of the KINDERGARTEN MAGAZINE.

† The first gift complete consists of six soft worsted balls, about two inches in diameter, of the six spectrum colors.



to clearer discrimination, and find that this movement of a swinging object belongs to many things besides his ball.

Who has not seen a small child run his hand over a muff or fur coat and say, "kitty, kitty," because of the point of similarity between that and his kitten. A child names an unknown object thru his former experiences, and interprets a new sensation in proportion to what he has absorbed and realized from his previous experiences. Hence the value of clear, definite, simple experiences first, which shall be within the limit of the child's capacity.

There is, then, a value in utilizing (types) objects in the selection of educational toys which not only appeal to the baby, but which may serve as keys to the surrounding objects with which he is to come in daily contact.

Simple form, pure color, elementary movement, all help to unlock the complexities of the world about him. Not only can the ball move thus, but "tick-tock," now sings the mother, as she moves her hand to and fro or starts the curtain-string swinging. "Tick-tock," cries the baby, as he discovers the pendulum of the real clock and listens to its song. He has found an old friend in the new, and to his limited comprehension it of itself plays his game. This is the real of which he has known only the presentiment, and still as he rounds further to a separate mind he will find that the clock is but another presentiment of the swing of the pendulum which separates day from night, summer from winter, and the self which knows from the self which does.

With this new discovery the child plays tick-tack not simply to gratify his desire for movement and his sense of rhythm. It has become a game in which he begins to take in the outside world thru imitation. As he puts himself into his play he makes over the life of the thing he plays into himself, and hence his growth. The ball gradually becomes only a part of the clock, and finally disappears altogether. His arms and legs serve successively as pendulums, and his whole body responds to his rhythmic feeling for clock. Playfully the mother says: "What a fine clock! how evenly it ticks." "I am sure this clock would keep good time." "I think I must buy this clock for father," or some such expression, which shows she fully enters into the situation and becomes one with it.

If a mother only realized it these are the supreme chances of

childhood to inculcate ideals of living. The heart of a child in play is open as a full-blown flower to receive the sunbeam in its inmost center. Thru the ideal which the child has set for himself will he accomplish much which he can never be forced to do.

"Mother, I'll be Mrs. Brown and you be Mrs. Jones, and I'll come to call on you," gives one a chance to plant the seeds of courtesy, hospitality and honesty much deeper than the forced how-do-you-do and reluctant shake of the hand.

Later, the child noticing the frequency with which the clock is consulted, and the consequent actions of the household determined thereby, begins to question: "Mother, what does the clock say?" "Time for eating and sleeping, my darling; time for bathing and dressing; time for work and play." It is a good friend to us all and helps us every day.

TICK-TACK!\*



1. Tick! tick-tack!  
Hear the old clock saying  
Tick-tack! now my baby  
That he is a clock is playing,  
While his little arm he swings  
Back and forth, and gayly sings.

CHORUS: Hark, now! Tick-tack! tick-tack!  
Hear the old clock saying,  
Tick-tack! tick-tack! tick-tack! tick!

2. Tick-tack! tick-tack!  
By your tick-tack steady,  
Good clock, help me ever  
That in time I may be ready  
For whatever I must do,  
Eating, sleeping, working, too.—CHORUS.

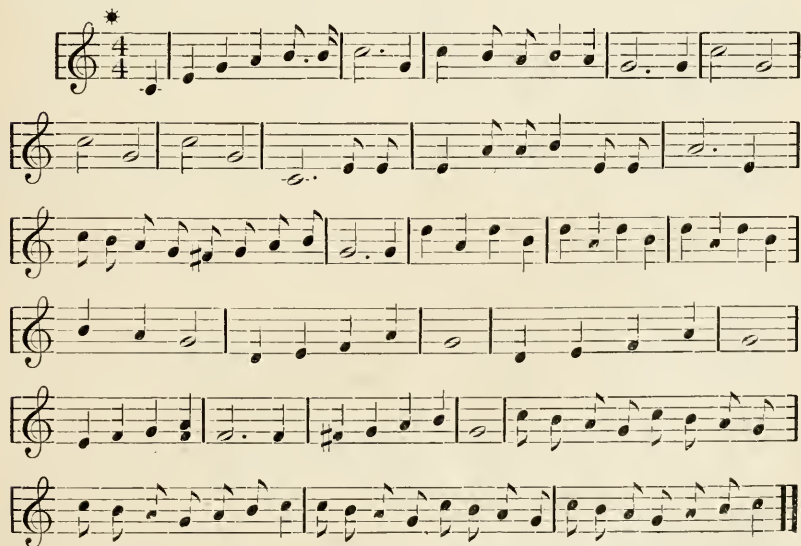
\*"Songs and Music of Froebel's Mother-Play," Blow edition.

3. Tick-tack! tick-tack!  
 Forward, backward swinging;  
 Tick-tack! Telling ever  
 That the moments swift are winging.  
 Would our hearts be free and gay,  
 Clock, we must your voice obey.—CHORUS.

Having fully realized the importance of the clock, one hungry boy of three remarked: "Mother, let us turn the clock around so Martha will serve lunch." And so, point by point, the child comes to realize that something regulates the clock, and that father's watch, and mother's little clock, and the kitchen clock, must all tell the same story if the time is to run smoothly. He gains a glimpse of the invisible universal spirit which pervades everything, and is always bursting into being to him who has eyes to see and ears to hear.

Again the child begins to investigate the mechanism of the clock, to open the case and see the wheels go round. He even attempts to manufacture a timepiece out of his simple materials.

Lengthening and shortening the string to his ball he produces a grandfather's clock with a long, slow swinging pendulum, or a short, quick beat to correspond to the smaller clock upon the shelf; or he can eliminate the string entirely and have a watch which, if he holds it closely to his ear, reminds him of the tic, tic, tic of father's watch. The mother, always ready to voice his feeling, in words, sings: TICK-TOCK.\*



\*"Small Songs for Small Singers," by Wm. Neidlinger.

The big, tall clock in the hall,  
The grandfather clock of all,  
Goes tick-tock, tick-tock, tick-tock-tic.  
But mamma's little clock on the shelf  
Goes dancing like a merry little elf,  
With its tick-tock, tick-tock, tick-tock, tick-tock, tick-tock,  
tick-tock, tick-tock-tick.  
But the one I like more than all the rest  
Is my father's watch; it's very much the best,  
With its tic-toc tic-toc, tic-toc tic-toc, tic-toc tic-toc, tic-toc-tic.

Sometime must come the question of obedience to the voice of the clock—"The clock says it is time for you to go to bed." And because of his sympathy with the clock and an understanding of its meaning, because it is the impersonal law which all obey, will he the more readily yield his desire and obey its mandates; for true obedience is a voluntary act of will, and not submission only. In kindergarten the child finds other children passing thru his own experiences, and again thru the mirrored action he understands himself the better for this test. As he joins his life to others he gains a truer individuality in united action.

Thus can we trace little by little and day by day a child's growth in consciousness, from imperceptible beginnings thru a natural sequence of connected plays (connected only because a child's growing is connected) to the development of creative power and conscious deed.

The use he makes of his toys reveals himself to his attendants, and may not only prevent them from interfering with his natural activity, but may lead them to a better understanding of themselves, and hence a clearer conception of childhood.

The mother and nurse must realize it is just as necessary to prepare graded mental and spiritual food for the child's various demands as physical food for his changing periods of digestion. They will learn to be more passive and receptive, and hence more truly active. They will digest such songs and games as the child needs, that they may be not only ready to play, but intelligent as to the meaning and possibilities of the game in hand.

Instead of amusing the baby, and giving him frequently new sensations, they will allow him to do, to indicate his needs, to be self-active and self-creative.

The pretty balls may accompany him to market, where they



will find many friends in the fruits and vegetables. Games of buying and selling thus come naturally into existence.

Thru the play of the slow toned bell he may gain an inkling of the Sunday morning church bell, if voice and gesture interpret aright its invitation to worship.

BELL SO HIGH.



Bell so high up in the steeple,  
 Calling, come to church, dear people.  
 Loudly ring and sing your song,  
 Ding-dong, ding-dong, ding-dong-dong.

Football, baseball, tennis, and golf are only outgrowths of the early plays of throwing and rolling, bouncing and tossing, and gradually supersede their use.

Let us respect even the child's first plaything; let us give it its rightful place, and as we leave this, our first gift chosen by Froebel, let us take to heart his words:

"The external phenomena in the active life of the child must not be considered externally and isolatedly by the educator. They must always be studied in their relation to the inner life, either as proceeding from it, or in their recoil upon it. The children themselves will be our guides and teachers in this twofold consideration."

New York City.

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I PRAY not that  
 Men tremble at  
 My power of place  
 And lordly sway,—  
 I only pray for simple grace  
 To look my neighbor in the face  
 Full honestly from day to day.—*Selected.*

## THE MUSICAL OPPORTUNITIES OF THE KINDERGARTEN—THOUGHTS AND DATA GATHERED FROM THE FIELD.

MARI RUEF HOFER.

### THE VOCAL IDEAL.

THE statement of Dr. Von Helmholtz that "music is *regular* and noise *irregular* vibration," would throw light upon tone production, and would offer a simple solution to many of the vocal problems which appear in the kindergarten. The many purely local and physical conditions which tend toward impurity and imperfection of tone in children, can easily be corrected and removed by encouraging right activity of voice and breath. These local conditions in children become fixed defects, and deterrent physical habits in adults. The latter are more responsible for imperfect functioning of voice than so-called unmusicalness.

A singing mind will very likely be accompanied by a singing body if the latter is kept tuned thru use. As the fiber of inanimate mood will coördinate itself into tuneful response in the hands of a master, so the dullest and most neglected physical organism can be sympathetically reclaimed. That which we so often term "lack of talent" is frequently a case of life and soul having gone to sleep; energy having become fixed—crustaceous.

### COLOR AND MUSIC.

At present attention is frequently called to color and music as interchangeable ideas, mutually helpful in establishing eye and ear concepts. As a theory this analogy is fascinating to the cultured mind, and satisfying to the æsthetic sense. Practically, where does our duty lie? Can tone best tell its own story and adequately arouse the latent powers of the sense which it feeds? Shall we appeal to the eye or to the ear for first musical impressions? Should the eye function for the ear? Modern scientists agree that sight and sound are reducible to one and the same principle, namely, vibration. Thus, by association, seeing is involved in hearing. The psychologist tells us that our knowledge of a bell would be incomplete were the sound not associated with

the sight. We are further informed that there are eye-minded, ear-minded, and motor-minded people who think respectively thru color, tone, or motion. As a final principle of music teaching shall the logic of approach be thru the higher radiations which produce light, or the lesser, which make for sound?

A number of practical questions have been sent out for discussion among kindergartners, and the answers sent to me from time to time are interesting and valuable, as the following questions and data indicate:

If the singing in kindergarten is distinctly faulty, may not this condition be largely attributed to careless and defective singing on the part of the teachers?

A unanimous yes was expressed in answer to this question, with a few qualifications. One is, that the children are not given a chance for individual singing. Another, that the children imitate the careless singing, because the kindergartner cannot distinguish true tone herself, often having lost what ear she may have had.

Miss Merrill, of New York city, writes on the subject: "The teachers are responsible for faulty singing, but the environment of the children must be taken into account. One year in a kindergarten cannot correct a thoroly bad street tone. Many of the children who enter the public school kindergartens have the quality of their voices quite settled at the age of five. The children with loud voices are usually leaders among their companions, and outside of school will gather together their playmates for kindergarten songs and games; and since the softening influence of the piano, or teacher's voice, is not felt, these will be rendered in anything but a desirable manner, all the children imitating the one prominent street tone. An afternoon of this training shows its immediate effects the following day within the schoolroom. This is the feeling of many mission and public school workers."

Miss Elder, of Buffalo, says: "A teacher who is discriminating in the singing of the children secures better results than an indifferent one. On the other hand, I have sometimes marveled at the ability of children to rise above the teacher and maintain a true tone when her own was faulty."

Another reports: "The danger lies in the kindergartner's ignorance of the child voice, and of the proper methods of caring for the same."

## VOICE AND EAR.

What per cent of children in your kindergartens sing in tune under the age of four? What per cent continue in monotone over the age of four?

Many inquiries have been made concerning the common habit among children to drone or sing in a monotone, and some interest has been expressed as to ways of overcoming this habit, where it appears to a marked degree. The above question has been put with a view to extending this interest. The answers have differed widely, owing to the variety of ages of children in private and public kindergartens. The percentage of those incurable of the use of the monotone is generally considered to be very low. One kindergartner out of thirty-four reporting, testified that she found no monotones in children over four. The New York public school kindergarten report says, that out of three classes of children five years of age which were tested, the average per cent for monotone was four. Another public school kindergarten gives two per cent over the age of four. A report from Buffalo says, ten per cent of children over four sing in monotone. Another from the same city says that there are not more than two or three per cent in a kindergarten, and adds: "My experience is that the children who sing in monotone are likely to continue to do so." Miss Carrie Wheelock, of Boston, states that about ten per cent of the children sing in tune when they enter, averaging four years of age. From the kindergarten of Miss Simons, Boston, the report reads: "Never more than one-third, under the age of four, sing in tune, and very few continue in monotone over four, which is due to special attention to the matter." Harrisburg, Pa., reports that out of thirty-four children over four years of age four sing in monotone. "I have only one child who regularly sang in monotone overcome this defect, and believe the children can be led out of this difficulty by giving helpful work." A report from London, Ontario, makes the statement that not more than two or three children sing in monotone after two or three weeks of kindergarten, and cites only one case uncured this year. The Teachers' College reports that some of the youngest children are most musical, while a number of five-year-old children cannot carry a tune; but nearly all who are six can hum a tune which can be recognized by the other children. A number of letters give instances of precocity as to singing. A child of



twenty months is reported as singing many hymns and kindergarten songs in tune, using the syllable *da*. Another two-and-a-half-year-old sings "Onward Christian Soldiers," both tune and words. An Indianapolis free kindergarten report says about forty per cent of children over the age of four continue in monotone, and about twenty per cent under four sing in tune. Another claims eighty per cent under the age of four as singing in tune; monotone over the age of four, ten per cent; also the statement that many children do not sing at all. Another city school kindergarten report says: "In our kindergartens of five hundred children of four to six years of age, we estimate that about ten per cent sing in a monotone, not more." Miss Alice O'Grady, of New Britain, says: "About fifteen per cent sing in tune and very few children sing at all. They are very fond of singing as they grow older, but at the age of six about thirteen per cent continue in monotone. Of these all but one or two learn to sing in tune and time." Miss Allen, of Chicago, says: "I think that much has to be done or undone in the training of the ear in the home long before the average child enters the kindergarten."

This last brings forward the point of the early sense training of the infant so strongly emphasized by Froebel. When this work is once intelligently pursued by all mothers the kindergartens will be filled with more normal and better developed children.

Dr. Elmer Gates, of Washington, who has made some unusual experiments in pitch differentiations, has proven that training will not only help distinguish the ordinary intervals of the scale which we are accustomed to hearing, but that a very young child may be capable of subtle distinctions and that defects in tone discrimination may be overcome by training. He says: "I would suggest that the training in the sense of hearing take place at the same hour each day with invariable regularity. This will produce the habit of functioning in the hearing structures at that hour; produce vaso-motor dominancy of those structures; produce metabolic periodicity at those times, and, after some days of such regular training, the tendency to growth, and the enregistration of memories becomes augmented."

These hints are invaluable in the treatment of abnormal voices and in kindergartens where bad voices prevail.

#### HEARING TESTS.

The following question and answers are reprinted from the I. K. U. report, as giving valuable suggestion to those interested in this subject:

What sense games implying hearing tests have you used this year, especially those emphasizing the idea of pitch and the æsthetic element relating to tone qualities and discriminations?

Blinding games have been used where children are blindfolded. Tapping the floor, windows, doors, register, etc., brought answers from them—from where it came and what substance made the sound; wood, iron, glass, etc. Another game where children listen in turn to other children singing, one at a time, behind them; or making different vocal sounds gives opportunity for discriminating tone qualities and pitch of voice.

Miss O'Grady, of New Britain, reports listening to voices, tones, and sounds; talking about outdoor and indoor sounds; distinguishing high and low, loud and soft; recognizing sounds of materials, locating sounds, distinguishing and recognizing familiar tunes, suggesting names for musical rhythms, telling what things say. She says: "Much more can be done on these lines; it is a large field."

Miss Gear, of the Albany Training Class, says: "To aid in distinguishing sounds we have had games of striking different substances. We have noted the ways in which the cube speaks with face, edge, and corner; with eyes closed the children tell how it is speaking. The piano helps find a hidden object, loud when far away, more and more gently as we approach it."

Mrs. Hegner's training class of the Chicago Commons reports: "We have used games, playing with metals, glass, wood, etc. The children are nearly all foreigners, many Italians, and the work has been interesting and helpful. The children have become discriminating, and now seldom make a mistake when relating sound to object. One experience with different sized bells was very helpful, distinguishing between pitch, high and low, loud and soft. With these children we find the association of the word with the object and its sound very necessary, as their vocabulary is very deficient. Often single phonic exercises are introduced where there seems to be especial difficulty in pronouncing."

Miss Allen, of Chicago, writes: "We have used the time-honored 'Jacob and Rachel,' also a little game in which one child closes his eyes, and many asking questions, he distinguishing by voice alone. We have a new musical instrument composed of four perfect tones, and have begun to make use of it in determining pitch. This we have found to be a most beneficial aid to ear training. We have also tested their ability to distinguish sounds made by striking different objects and substances, and the children have shown wonderful skill in detecting differences."

Miss Phillips, of Des Moines: "We have used many sense games in which the children have imitated bird calls. The children were able to imitate the sparrow, bluebird, robin, and quail. They could recognize the call of more birds than they could imitate. They enjoyed the games very much. They have had many

games where they have associated sounds with objects, located sounds, discriminated between sounds. We have also tried little games in relation to the utterances of children, but have not used them long enough to prove them. The establishing of auditory images is important."

Miss Simons, of Boston: "We often play we are bells; at times we imitate different animals; whistle like the wind; play we have tuning forks, striking different keys and imitating the sounds; letting the voice walk up and down a flight of stairs, etc."

Miss O'Grady, of Philadelphia: "We have used the touching games in 'Kindergarten Chimes,' changed so as to exercise hearing. First, 'good morning' from a playmate; then recognition of various sounds developed in contrast, as 'outdoors' and 'indoors' summer voices, autumn, winter and spring voices; at different times tool voices, animal voices, and, finally, high and low, or loud and soft sounds on piano, or other musical instruments; recognition of tunes; also we have used the 'Coo-coo' game in the 'Mother-Play Book,' applying it afterwards to recognition of voices at a distance, in unusual positions and of unusual pitch."

Miss Morris, of the Buffalo Free Kindergarten Training Class: "The outline of work with objects has successfully stood some severe tests with games of telling the voices of individuals, sounds of the house or street. Impressions of instrumental sketches of different movements and moods have been given freely, and in most cases they are very apt. One period a week has been devoted to a succession of piano pictures with amazing results. (1) 1, 2, 3 and 5 of the sense outline (see below) have been employed in the following ways: Listening to sounds—the building, streets, birds, animals, and the elements, wind and rain. Discriminating and locating sounds have proven of special interest, perhaps due to the passing of many trains and street-cars. The approaching and receding trains or cars, with their respective bells, has led to fine discriminations of sound and tone quality."

Another reports from Buffalo: "I have had children locate and name sounds in street and different rooms, name the tones of musical instruments and find them in the room, distinguish voices of teachers and children, distinguish sounds in different metals."

The Detroit Training Class, under Miss Mingins, reports of test with horseshoes: In a number of horseshoes it is difficult to find two of exactly the same sound when struck with a hammer, on account of difference in weight, shape, and material.

Tests were given in different ways: first, by having the children distinguish between the sounds made by striking different horseshoes; second, by striking a number of times and having them tell how many; third, by striking in different ways, and letting them tell how you strike. For instance, strike three times and then two times, which would be five.

Again, give two short strokes and three long ones, and let them imitate with a horseshoe and hammer of their own.

With the horseshoe nails: Drop horseshoe nails on the table, and let the children tell with their eyes closed how many.

With water: After teaching pint, quart, gallon, etc., with water, let the children close their eyes, and pour a pint of water into some vessel. See if the children can tell when you pour out a pint, or when you pour out a gallon, etc.

Three glasses were placed on a table before a class and successively struck by a pencil. The children watched and listened to the different tones of the three glasses. One child was then blindfolded, and named the glass struck by its tone, and according to its position, as the middle glass, glass nearest Miss —, or glass nearest the children. The class did this as a whole, sometimes. The class showed, also, by raising or lowering their hands, how the tones of the glasses compared with each other. Again, the children listened to sound while the glasses were slowly filled with water, while the tapping of a pencil on its side brought out the changing tones. After this, which the children delight in, they were allowed to put enough water in each glass to make all sound alike.

#### LESSONS ON SOUND.

1. Let the child ring a triangle in time to different tunes on the piano. First a march, then heel and toe time, then waltz time.

2. In a small circle let teacher rap, with a foot-rule, different numbers of times on the floor, as 1, 11, 111; 1, 11, 11; 11, 11, 1; 111, 11, 1. Let child imitate the sound.

3. Place an empty cube box, a pasteboard box, a tin can, a book, and a wineglass on a table. Let the child, blindfolded, name each object as it sounds when struck with a foot-rule.

4. Children love to name different sounding bells according to the color of ribbon tied on each, learning to know the sound of each before being blindfolded.

We have had several things—a pair of scissors, a small dish, a nail, a large stone, and a piece of iron ore.

The children looked at them first; then one was blindfolded, or turned his back and listened, while one of the objects was lifted and dropped back on the floor. He told me what had been dropped. Then the next had a turn, and so on.

The children sat perfectly still in the circle, and then one at a time told what they heard—someone speaking in the room, mentioning the name; the birds outside, or the wind, etc.

One child was blindfolded and stood in the circle. Two or more were told by signs to walk around the circle; the child told at first whether more than two, and then how many were walking.

Then one child would walk, and the blinded child would see if he could tell who it was.

Then the child selected would skip, hop, jump, run, or any-



thing like that, and the blinded child told what the child was doing. No music used when playing that.

The piano played a polka and the children jump in their places to that time, then a york, then the four-step, then a slow march.

Also, clapped hands to different rhythms, polka, york, march, waltz, four-step, etc.

The following experiments with metals, glass, wood, water, etc., are reported by the Teachers' College, New York: "We have made experiments with iron, glass, wood, china, tin, and paper.

"In the tests with the first five materials nearly every child could tell which had been struck, and, in some cases, whether the object had been touched with a wooden, metal, or glass hammer.

"In the tearing of paper the sense of hearing was not so acute, one child thinking that a willow basket was being dragged over the floor."

The public kindergartens of New York city report on games involving hearing tests, as follows:

I. Games without music: Blindfolded child points in direction of sound of clapping; blindfolded child guesses playmate's name from voice; after visit to menagerie, imitation of animals' cries, birds' calls, etc.; imitation of elements, machinery, tools; distinguishing ring of metal from dull sound of wood.

II. Games with music: Loud or soft; hiding penny; clapping; tapping.

III. Pitch: child tells which bird sings—one in tree, bush, or on ground. Three octaves are used at first, distance between notes gradually shortened until children distinguish doh, me, sol; with reference to bird in air, doh!

The Teachers' College reports the following test games:

1. Recognition of one child by another thru the medium of the speaking voice.

2. Blindman's Buff in the ring, one child being blindfolded and trying to catch another thru locating the sound of a bell rung by the second child.

3. The search for the child, the hidden child being traced by his playing on a small mouth organ.

4. The search for the ball, a game in which the child determines the ball's hiding place by loud and soft music.

5. Recognition of a song, the air of which is hummed by the kindergartner or another child.

6. Search for objects or pictures in the kindergarten room in connection with a particular tune played upon the piano. For instance, the kindergartner plays the air of a bird song and the child, after listening, looks for a bird picture.

#### THE HEARING SENSE.

In looking over our musical opportunities in the kindergartens we find in the training of the hearing sense a fresh and

interesting field. Besides the occasional "hearing game" played in times past, this work can be intelligently supplemented by experiments and tests of various kinds brought to the children in a playful way, yet giving opportunity for discriminations most helpful in establishing a tone consciousness. There has been the feeling that we have not made the best use of our material, plunging the children at once into formal musical experience, and not providing simple developing processes which will help them to a fuller use of their powers and provide a variety of impressions for future use.

The sounds of nature present a natural system of phonics with which every child should be familiar, and thru which he helps establish natural vocal habits long before he is trained by artificial substitutes. Can we not provide the child with a rich experience, consciously directed by the teacher to the overcoming of defective hearing so common today?

#### OUTLINE FOR DEVELOPING THE HEARING SENSE.

I have arranged the following outline for guidance in the daily kindergarten program, and have found excellent results follow:

Aim 1, observation of sound.

Aim 2, to quicken the hearing sense.

Aim 3, to establish auditory images.

Method—listen to individual sounds; discriminate between sounds; associate sounds with objects; compare like sounds and contrast differing sounds; locate sounds.

Make observations with city and country children.

Note noises of environment, such as house and street; sounds of nature; animals, insects, birds, the elements, voices of teachers and children, telling voices, games. Observe the utterances of children, difficulties in speech, predominating vowel and consonant sounds, elision of consonants.

Make experiments with metals, glass, wood, water, etc.; notice differences of sounds in solid and hollow objects, thick and thin, large and small. Reverberations, echoes. Develop games.

Note sounds of instruments—drums, cylinders, gongs, triangles, bells, horns, trumpets, violins, wind harps, organ, piano.

Emphasize sense of pitch, high and low, loud and soft.

Lead the children to notice different tones, qualities of different instruments, with what kind of voices they speak and sing.

Let them imitate sounds of various instruments, play band, etc. Test hearing and voices.

Passing from noise to sounds in general, to appreciation of musical tones and scale and formulated music, lead children to appreciate ideas retold in music. Characteristic music, marches and rhythms. Let children give their impressions of different movements and moods.

## Normal Training Exchange

For Primary Teachers and Kindergartners.

**T**HE following budget of autumn stories, experiences, and incidents are gathered from the work of kindergartners and teachers, busy each in her own small corner. You are welcome to pass them on to your children.

### A SQUIRREL STORY.

Down in a sunny meadow there lived a happy family—father, mother, and four children—in a hole in an old tree.

When autumn winds began to blow Mr. Squirrel, for that was the papa's name, said to Mrs. Squirrel: "I think cold weather is coming, and we had better be getting ready for winter."

"Yes, so do I think winter is coming. Jack Frost was about last night; I saw where he had spread a white covering over the stone walls. It made my paws cold, too, this morning when I was on my way to the cornhouse to find some kernels for the children's breakfast."

Sure enough, the squirrels were right about winter, for Jack Frost had been about for a good many days. He had been very busily at work knocking at the doors of the nut-houses. He knew the squirrels must soon need the nuts, for warm weather was gone, and there were no strawberries, apples, or grain in the fields for them to eat.

He knew, too, they would have to work hard to fill their pantries, or the baby squirrels would be very, very hungry before the winter was gone. So he worked as hard as he could himself, and whispered to the wind to blow and blow, and help him get the nuts ready for the squirrels.

Now someone besides Jack Frost knew it was time for the nut-houses to open, and one morning she said: "Mamma, may I go to the sunny meadow for nuts today? There must be ever so many on the ground, for I heard the wind blowing and blowing all night long."

Dolly's mamma said: "Yes, you may go if you will take old Ned with you."

Dolly was such a little girl, and her mamma liked to have the strong dog go too, because he took such good care of her little girl.

Oh such a happy Dolly as she was! She skipped along the

sunny cart-path over the hill, across the fields, past the pond and thru the woods into the sunny meadow, where the squirrel family lived.

In a cozy nook by the stone wall was a pile of leaves, and Dolly thought it would be fun to play "hide" with Ned among the leaves before she filled her bag. So she coaxed the good dog into the leaves and covered him, all but his head, and bade him go to sleep:

Ned knew just how to play "hide." He blinked and made believe blind, and away ran Dolly over the leaves to hide.

"Come! come!" she shouted from her hiding place behind an old stump. With a barking and a pounce-bounce Ned raced to find her, and then such a merry scamper as they had back to the cozy nook.

Ever so many times they played Hide and Seek, having such a happy time. They didn't know that very near some bright little eyes were watching, and some little hearts beating quick and hard with fear.

Pretty soon Dolly began to gather nuts, and Mamma Squirrel said: "I shall go right down on the stone wall and drive her away. I know she'll find our pile of nuts."

"No, you had better not go," said Papa Squirrel. "I don't think she will find them, we hid them so well. But we had better watch."

"Oh, dear! oh, dear! whatever shall we do! That horrid dog smells our tracks and he is scratching up the leaves. Oh, dear! dear me! what if he should find the nuts!"

Just then Ned barked so joyously, and wagged his tail so fast, Dolly knew something must have happened. She ran to him, and there, under the leaves, was a store of nuts all shelled and ready for her bag.

"Well! you're a wise old doggie. However did you smell them?" asked Dolly, patting Ned.

Dolly didn't know about the squirrels, you see, tho in a moment more she did, because Mamma and Papa Squirrel made such a chattering and scolding from the stone wall. It seemed as if they must make Dolly know all about those nuts.

But Dolly didn't know what all the scolding meant, and kept right on filling her bag.

Presently, when Mr. Squirrel thought Ned had gone off a little way to take a nap, he said: "I must save those nuts, or my family will starve before winter is half over."

Down he jumped among the leaves and caught up a nut and scampered back to the tree as fast as he could go.

Dolly began to think then what the matter was. She went behind the old stump and watched.

How Mr. and Mrs. Squirrel did work carrying off those nuts, four at a time, in their queer cheek pockets and little paws.



"Poor things!" said Dolly, "they shall have these in my bag," and she turned them all out and spread the leaves back again.

When the papa came again he looked down from the wall and waved his tail quite gayly, as much as to say: "You're a good little girl after all, but I think Mrs. Squirrel and I must find another pantry."

So they kept right on moving their nuts to a storehouse which they had under the wall near the roots of the tree where they lived.

Dolly didn't have any nuts to carry home that day, but she and Ned had "had a happy time helping the squirrels fill their winter cellar," she told her own dear mamma.—*Mary Ellason Cotting.*

#### FALL STORY BY AN EIGHT-YEAR-OLD BOY.

Some months ago the following description of autumn, written by an eight-year-old Chicago boy, was sent by his governess, who claims that the statements were formulated and arranged by the child himself from observations:

Now October days are here,  
 The leaves are turning gold and yellow,  
 The corn is ripe and stands in shocks,  
 The birds are flying south.  
 Because winter is coming  
 The flowers are nodding their sleepy heads,  
 The brooks are singing their farewell songs,  
 The farmers are bringing in the ripe fruits,  
 The cows will soon be leaving their pastures green.  
 The lambkins that frisk in summer days  
 Will soon be in farms.  
 The children love to slide down haystacks in these days.  
 The grasses are turning brown;  
 The farmers are planting their winter wheat;  
 The gardeners are taking in their plants;  
*We* are all very busy preparing for winter.  
 The caterpillars have prepared their homes,  
 The squirrels are taking in their supplies,  
 And winter will find  
 Mother Nature's family all snug and warm.

—*John Blatchford.*

#### THE BIRD HERO AND A BOY HERO.

The following two incidents, gleaned from current literature, tell their own morals:

I walked up my garden path as I was coming home from shooting. My dog ran on before me; suddenly he went slower, and crept carefully forward as if he scented game. I looked

along the path and perceived a young sparrow, with its downy head and yellow bill. It had fallen from a nest (the wind was blowing hard thru the young birch trees beside the path) and was sprawling motionless, helpless, on the ground, with its little wings outspread. My dog crept softly up to it, when suddenly an old, black-breasted sparrow threw himself down from a neighboring tree, and let himself fall like a stone directly under the dog's nose, and, with ruffled feathers, sprang with a terrified twitter several times against his open, threatening mouth. He had flown down to protect his young at the sacrifice of himself. His little body trembled all over, his cry was hoarse, he was frightened to death; but he sacrificed himself. My dog must have seemed to him a gigantic monster, but for all that he could not stay on his high, safe branch; a power stronger than himself drove him down. My dog stopped and drew back; it seemed as if he, too, respected this power. I hastened to call back the amazed dog, and reverently withdrew. Yes, don't laugh; I felt a reverence for this little hero of a bird, with his paternal love.

Love, thought I, is mightier than death and the fear of death; love alone inspires and is the life of all.—*Ivan Tourguéneff*.

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A few days since we noticed a little boy amusing himself by watching the frolicsome flight of birds that were playing around him. At length a beautiful bobolink perched on a bough of an apple tree near where the urchin sat, and maintained his position, apparently unconscious of his dangerous neighbor.

The boy seemed astonished at his impudence, and, after regarding him steadily for a minute or two, obeying the instinct of his baser part he picked up a stone and was preparing to throw it, steadying himself for a good aim. The little arm was drawn backward without alarming the bird, whose throat swelled, and forth came nature's plea: "A-link, a-link, a-link, bob-o-link, bob-o-link, a-no-sweet, a-no-sweet, I know it, I know it, a-link, a-link, don't throw it, throw it, throw it," etc. And he didn't. Slowly the little arm fell to its natural position, and the stone dropped. The minstrel charmed the murderer.

Anxious to hear an expression of the little fellow's feelings, we inquired: "Why didn't you stone him, my boy? You might have killed him and carried him home." The little fellow looked up doubtfully, as tho he suspected our meaning; and, with an expression half shame, half sorrow, he replied: "Couldn't, 'cos he sung so."

#### NOTES ON AN AUTUMN EXCURSION.

As the chilly days told us of the coming winter a trip to the country, that the children might see the glories of autumn, seemed almost imperative.

It was possible to take two boys, the ones who keep us most busy in kindergarten, for an afternoon in the woods.

So, armed with baskets we started off. It was very funny to see five-year-old Harry hold up his "pointing finger" to signal the motorman to stop for us.

After riding scarcely fifteen minutes Harry remarked, "Now we are away off to New York."

The boys were interested in all that they saw on the ride, and many were the questions we were called upon to answer.

We found an abundance of acorns, and in filling our baskets many discoveries were made, not the least wonderful being the toadstools.

The sunset was a glorious one, and as we watched the sun drop below the horizon, leaving behind it a sea of gold, the children asked that we go over near to it.

Tho the trip home was a sleepy one were they not a little nearer to the beautiful for having been able to see it?—*Alice Hunt, Cleveland.*

#### MOTHERS' MEETINGS IN PUBLIC SCHOOL KINDERGARTENS.

As soon as practicable, after the establishment of a kindergarten, the kindergartner calls at the homes of the children who attend. A tabulated record of every kindergarten child in Brooklyn is carefully made and kept on file, giving name, age, locality in which he lives, home environment, nationality, marked characteristics, etc. These returns are personal, and constitute a kind of private diary for the kindergartner to consult. The results that are being quietly and steadily gathered are manifest proof that this is a stronghold for most effective work, because the individual work with children, to be most truly educational, must have an intelligent basis. The only fair way to deal with a child is to consider him just as he is, and he is the "sum total of all his experiences." Our object, therefore, in ascertaining what his home experiences have been and are, is essentially educational.

The mothers' meetings grow naturally out of the kindergarten work and the visits to the homes, and these meetings are being established in connection with the various kindergartens. The conditions of the home life are strongly reflected in the school of any given locality, and thru the coöperation of parents and kindergartners the best educational results become possible and intensified. Further, in so coming in contact with the less fortunate members of society, especially in the tenement house districts, these meetings have already proved that we may get very close to the heart of this problem of the best way to begin to carry forward the education of these children. On the other hand, the kindergarten holds within itself the elements of culture and development for those who have been granted a larger and freer birthright. This training, therefore, is of vast importance to those who, tho in better conditions, are in danger from artificial, unc cosmopolitan surroundings.—*Fanniebelle Curtis, Brooklyn.*

### THE CHILDREN'S CAMPAIGN PARTY.

DEAR EDITOR: Perhaps the readers of the KINDERGARTEN MAGAZINE would like to hear of a campaign party that was lately given to the loyal children of Uncle Sam. It came about in this wise. The gathering together of children at the opening of school in the fall of 1896 seemed to arouse in them the spirit of conquest, which manifested itself in street battles and demolishing of play-yards where, during the peaceful days of vacation, these children had enjoyed themselves building houses, railroads, etc. It came to be a serious question with the mothers how to handle it.

It was finally suggested that we make use of the campaign heroes, whom they had heard talked about for some time, and which was becoming a most exciting and interesting subject.

So ten children from eight to ten years were invited to one of the homes in the neighborhood. It was decorated with flags and flowers. Here the children were cordially welcomed and entertained, first by an older boy neighbor, who played the "Star Spangled Banner" and "America" on his violin. Before the close of the second song all joined in most heartily, and in a short time "Yankee Doodle" and "Boys of Georgia" were prancing and marching in and out of the rooms in high spirits.

They soon arranged themselves in a circle and enjoyed a few games. After this they were seated on the floor for the purpose of finding out what a campaign and a campaign party meant. They knew it had something to do with the choosing of a President, and that there was a great deal of talk about money. It was then explained to them, in a simple manner, why and how the American people choose a President. Then the kind of character necessary to a man filling such a responsible position was dwelt upon. Incidents in the early life of Mr. McKinley and his public work were brought out, emphasizing, as in the stories of George Washington, the results of right beginnings. There was little said of Mr. Bryan, except that his life did not show him to be as wise and reliable a man as Mr. McKinley.

They then gave other names of men whom they considered to be as manly and patriotic as Mr. McKinley. All concluded that harming one another and imposing upon the rights of each other was neither manly nor American. Then each child was presented with a beautiful badge, a small enameled flag which opened and disclosed the pictures of McKinley and Hobart. This was a most impressive moment. Every boy who was afterwards seen with one of these badges was known to be striving to become a more loyal American. Our effort to love these boys as our own has been amply rewarded. There has not been a street battle heard of since, and the play-yards have been peopled with as happy and well-behaved boys as could be desired. The one who had the pleasure of bestowing these badges has been greeted



in a most cordial manner wherever seen, and has had many delightful rambles in the woods with these same boys.—*Gertrude Haines.*

### THE PLAYHOUSE.

Florence and Margery had been watching the raindrops pattering against the window-pane, down on the sidewalk, and on their new playhouse. "Oh, I wish it wouldn't rain," said Margery, with a very solemn look upon her usually smiling face; "because I do want to play in our new playhouse. Don't you wish we had one in the house, sister?" "Let's make one," said Florence. "I know what we can do! You get mamma's big shawl and I'll get four chairs. We'll turn two with the backs to each other, but not very close together, and then we will take the other two chairs and put one on each side, and that will give us a little house right in the middle." "What will you do with the shawl?" asked Margery. "Why, we will put that right over the top for our roof," answered Florence.

Soon the house was made, and Margery and Florence, with their dolls and dishes, were playing housekeeping. Mamma in the next room heard them talking together for a long while, but by and by all was still, and she wondered where her little girls were, and going into the room she saw one little foot sticking out under a chair, and looking into the playhouse, what do you think she saw? Why, two little girls fast asleep!

Just then Florence awoke and said: "Why, Margery, wake up. We really and truly went to sleep when we were just playing go to sleep." "Yes," said mamma, "and the rain has stopped and the sun is shining, so my little girls may go out and play in their new playhouse."—*Gertrude Berry.*

### REVIEW FINGER PLAY—THE HELPERS.

This is the farmer who sows us the seed;  
This is the miller whose flour we need.  
This is the miner who works underground;  
This is the carpenter, the nails he will pound.

This is the blacksmith, your horse he will shoe;  
This is the shoemaker who makes shoes for you.  
This is the soldier, his country he saves;  
This is the cooper who makes barrels of staves.

This is the postman, a letter brings he;  
This is the baker who makes bread for me.  
These are the helpers who work for us all,  
Each doing his part, altho it is small.

—*Gertrude Berry.*

## GIBBIE.

(Adapted from George Macdonald's "Sir Gibbie.")

FRANCES C. HAYS.

### PART I.

I HAVE been reading a book, a big book, with oh, so many words in it that you would not understand at all. Of course it was really a book that was written for grown-up folks. Still I thought about you very often while I was reading it, and I will tell you why.

You see, it is the story of a boy, and it begins with the time when he was a little boy, and tells about his home and the city where he lived, and how happy he was there, and then how he left the city one day and went to live in a beautiful country place, and so grew up to be a great, strong man, and a very good man.

But what I thought you would like to hear about most of all was, how this boy played at something which you play here in kindergarten.\* I am sure you must have heard some of the stories about those jolly little fellows who are always awake while other people are asleep, and who do all sorts of funny things to surprise them when they wake up. Who were they? The brownies. And do you like brownie stories, and would you like to hear how this little boy did the same things that the brownies do, and in the very same way? Only he was not a make-believe brownie, he was a real true brownie, and the strange part of it all is that he had never even heard of the brownies, so that all the time he was a brownie himself without knowing it.

First, tho, I want to tell you a little bit about this boy before he made a brownie of himself, and then you will see how all the time he was really getting ready to be a brownie.

His name was Gilbert; that is, his long name was Gilbert, but his little boy name was Gibbie, and he lived in a city away over the sea in a country called Scotland, with just his papa, for he had no mamma nor any brothers and sisters. His father was a cobbler, and all day long he sat on a bench in a little dark shop, waxing the ends of his thread and drawing them tight to fasten

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\*"The Brownies," Gaynor Song Book.

the sole to the welt, putting a patch here and sewing a button there, and doing his best to make an old boot look like a new one.

As for Gibbie, he spent all his time on the streets and had the whole city for his playground. He knew all the grocers and the butchers and the bakers, and even the policemen in the town. They called him the "town sparrow," because he was always on the wing. All of the day and part of the night they would see him flitting about the streets, stopping here to look in at a shop window, and then off again. Round a corner he would dart and down another street, past the rows of tall stone houses, past the churches and the saloons, the shops and the factories, until he came to the great river that flowed thru the city to the sea. There he would stand for a moment and watch the ships sailing proudly along, and then off again he would fly on another errand. He never walked, but kept up a gentle little trot, his bare feet sounding *thud, thud, thud*, on the hard stone pavements. He had no shoes and stockings, and his hair was his only cap. Someone had given him a ragged pair of trousers and a coat that were made for a much bigger boy than Gibbie. This coat was a great comfort to him, for tho the pockets were all worn out the sleeves were so long that they came quite down over his hands. So he turned them back and made great cuffs of them, and these cuffs he called his pockets, and in them he kept his treasures, not many.

He was not used to having three regular meals a day as you are, but just ate what was given him on the streets by a kind grocer or a baker, who knew how poor his father was. Sometimes it would be a piece of bread, and then little Gibbie would sit down contentedly on the doorstep and say to himself, "Oh, what a jolly dinner!" Sometimes it would be just a few yellow turnips, but Gibbie liked turnips almost as well as apples. Whatever he had, and no matter how little it was, he always enjoyed it more if he could share it with someone else, and felt very sad, I remember, one day, when he held out one of his turnips to a little girl and she shook her head and said: "No, I don't like yellow turnips."

But you must not think that Gibbie was only a playing child; he was a real little helper, and that I think was what made him so happy and smiling even when he felt cold and hungry. He had so much love in his heart for everybody, he just had to show it by doing something for them. One way he had of helping was by finding things people had lost on the streets. Whenever peo-

ple lost anything in the city where Gibbie lived they would go to a man called the towncrier, and tell him all about it. Then this man, with a drum slung from his shoulder, would walk around thru all the streets and cry out in a loud voice: "Lost, a gold watch; who's found it?" and if anyone had found the watch he would take it to the towncrier, and so the watch would get back to its owner. Now Gibbie had very sharp, bright eyes; and then he was such a little fellow, and so near to the ground, that he seemed to see everything and had the best luck in finding things. The towncrier and he were great friends, and whenever Gibbie saw the crier, or heard the *rub-a-dub-dub* of his drum in the distance, he would run quickly to him and find out what was lost, and then off again to look for it.

One day he heard that a little girl he knew had lost a pretty earring, and away he trotted to hunt for it in all the streets she had passed thru on her way to school. It was a dark, cloudy day, with fog in the air, so Gibbie got down on all fours and crawled slowly and patiently along on his knees, hunting thru the dirt. Suddenly a merry little sunbeam danced down thru the clouds to help him find the earring, and there, sure enough, he saw it glistening in the gutter. How happy he was as he ran with it to the little girl's home. He did not need even to be thanked, but just gave it to her with a smiling face, and was off again before she could speak.

Gibbie was very fond of animals, and wanted them to be as happy as he was. Once he met a fisherman walking along the street with a basket of fish on his back. The fisherman saw that Gibbie looked hungry, and gave him a small crab to eat, but the crab was alive, and Gibbie took him back to the seashore and set him free.

It always grieved Gibbie to see a bird in a cage, and he would say to himself: "If that pretty little bird were mine I wouldn't keep him shut up in such a little place. I'd open the door and let him fly about as I do."

Then Gibbie loved his father, too, very dearly—all the more, I think, because his father was sick and weak, and Gibbie had to take care of him. Often the poor father's head would ache so, after his day's work, that he could hardly walk, and then little Gibbie would have to help him upstairs at bedtime to the garret where they slept together. Many a time the poor father



would have fallen down if Gibbie had not watched over him and ran quickly to him to take his arm and help him. Then he would lead him to the bed and cover him over with an old plaid shawl which was the only bed-cover they had. He, too, would creep under the plaid and cling close to his father's breast, with his arms tight about him, and say over to himself as he fell asleep: "Now, father, dear, you are safe and warm, and I will take care of you, so never fear." And that was the happiest part of the whole day to little Gibbie.

But Gibbie's father grew weaker and weaker, and one day he was taken away from little Gibbie, who was left all alone without a home. He felt very sad and lonely, but he had often heard his father speak of a country place called Daurside, where he had lived when he was a little boy; so one morning, without telling anyone in the town what he was going to do, away he ran. He did not know where Daurside was, but he had two sturdy little legs to carry him there, and if he went far enough he would surely find it.

Can you imagine how a little city boy would feel when he saw the country for the very first time? Gibbie had never had even a glimpse of the country. He had seen bushes and trees before, but only over the garden walls and in one or two of the churchyards. He had stood at the quay where the great ships came in from over the sea, and had looked across to the bare shore on the other side of the bay, with its sandy hills and its tall lighthouse on top of the great rocks; but then there were houses all around, and the sound of the sailors' voices singing and talking to each other, and the clatter of horses' hoofs on the stone streets. There were friendly faces about him, and the familiar sights of the city, but the country was such a great place, it seemed to Gibbie like another world, and a strange, unfriendly world, too.

It was a cold morning toward the end of April. The clouds looked as tho they might bring either rain or snow, and a raw wind was blowing. The smell of the damp earth seemed strange to Gibbie. He did not know the signs of the springtime, and of all the wonderful secrets the wind and the rain might tell him of how they were helping mother earth to take care of the seeds hidden away in her warm breast. There were daisies and buttercups asleep under the rough grass, but Gibbie did not know flowers, and so would have felt no happier if they had been blooming about him.

As he followed along the road he would sometimes meet a farmer driving to the city to sell his vegetables, or some men working in a field, but none of them looked friendly. Gibbie was such a poor, ragged little fellow that I suppose they did not like his looks, and he decided that the country people were somehow of a different sort from the city people, and so kept out of their way.

He came at length to a field covered with leaves like those he had seen in the markets. He climbed the fence and found it was a crop of turnips, and as he was now very hungry he gathered as many as he could carry, and ate them as he went along, just like a rabbit.

He soon afterwards came to a brook. For a few moments he eyed it doubtfully, thinking it must be like the gutters along the city streets, and far too dirty to drink of; but the way it sparkled and sang soon satisfied him, and he put his face into the cool water and drank.

And so his first day passed along, and Gibbie began to grow tired and cold and sleepy, and as the air grew dusk he looked about him for a place to sleep warmer than the road. Before it was quite dark he came to the gate of a farmyard. He peeped thru the bars and spied in the far corner of it a small wooden house. It was about so high, and had a pointed roof, and he could see that the floor inside was covered with nice looking straw. Now, what do you suppose it was? A dog's kennel, and lying beside it was the dog's chain and collar, but the dog was gone. It looked very cozy and warm inside, so he crept in, got under as much of the straw as he could heap over him and fell fast asleep. In a few moments, it seemed to him, he was roused by the great voice of a dog talking to a boy outside, who was fastening a collar to the dog's neck. He was a large Newfoundland dog with a kind face, but Gibbie had known many dogs, and he understood how surprised the owner of this little house would be to come in and find a stranger in his home, and also that doggy might worry and bite him before he had time to explain himself, and why he was there. So Gibbie began a loud barking, as much as to say: "Here I am; when you know me better I am sure we shall be good friends." The dog pricked up his ears and started back in surprise. What strange creature was this speaking like other dogs but looking so unlike them? Gibbie burst into a fit

of merry laughter, and hugged and kissed and patted him as if the dog had been a child like himself. Both were too tired, however, for much play, for both had been busy all day. In a few moments they lay down side by side in place, the dog every now and then turning his head over his shoulder to lick Gibbie's face, and soon they were fast asleep in each other's legs and arms.

Gibbie was awakened by the sound of steps. The dog darted from under him and out of the kennel, rattling his chain. Gibbie peeped out and saw a woman setting down a bowl of oatmeal and milk for the dog's breakfast. He was hungry, too, so as soon as the woman was out of sight he leaped out, eager to have a share. The dog had forgotten his visitor, and was gobbling away as fast as he could. If Gibbie had had a long, narrow nose and mouth all in one, like the dog's, he would have plunged them in beside his, but there was no room in the dish for his whole face, so he made a spoon with his hand, and carried his food to his mouth in that way. The dog neither growled nor pushed away the spoon, but instantly began to gobble twice as fast as before, and presently was licking the bottom of the dish; so Gibbie had only a few mouthfuls of porridge, but he thought it was a good breakfast. When all was gone the dog wagged his tail and looked wistfully up in Gibbie's face as if he would say: "Now, sir, please let me take a run in the fields?" So Gibbie unfastened his collar, and away the dog bounded over the gate and across the fields, and Gibbie started once more on his journey to Daurside. *(Concluded in December Kindergarten Magazine.)*

#### THANKSGIVING SONG.

**C**HILDREN sing to Him whose love  
 Broods our happy lives above;  
 Raise our tuneful voices high  
 To our Father in the sky.  
 For the flowers and for the wheat,  
 For the cold and for the heat,  
 For the fruit and for the grain,  
 For the sunshine and the rain.  
 For the mother's look of grace,  
 For the baby's little face,  
 For the morning's smile of bliss,  
 For the happy good-night kiss.

—Margaret E. Sangster.

## DR. PREYER AND PRACTICAL CHILD STUDY.

Dr. Preyer has heartily indorsed that valuable book by Mrs. Louise E. Hogan, entitled "Study of a Child" (reviewed in *KINDERGARTEN MAGAZINE*, February, 1899). The following letter from him will interest our readers, and also show the further work in this direction under consideration by Mrs. Hogan:

WIESBADEN, VILLA PANORAMA, Nov. 9, 1896.

TO MRS. HOGAN: . . . I wish to thank you for the reviews wherein you . . . put forward some of my favorite views on the principles of the education of infants. Not one of them lies on the surface, and some are hidden under psychological and physiological observations, but you found them out and it gives me much pleasure to see how you go on working in this line. . . . Since fifteen years, when the first German edition of my book, "The Mind of an Infant" was published, I have wished that a mother, after having studied the work done, would let her child develop itself naturally, without continually interfering with Mother Nature. I actually brought up my boy in this way and he is a splendid specimen of a young man of nineteen now. . . . But he is always happy. Now, you seem to have educated your boy in a similar way. Anyhow, so many sentences of your new book . . . remind me of the very words I say in my books, papers, and lectures, that I feel nearly sure we are sailing carefully, but with energy, in exactly the same direction. I think the wish I mentioned will soon be fulfilled by you to my heart's content. Mind you do not go too deep into psychology. Controversies would spoil the effect of your observations, which in many cases may serve as a practical guide without any commentary. . . . When some years ago I was often asked to write a popular nursery-psychology with my pedagogical rules, I have always answered that such a manual must be written by a mother who has not entrusted her baby to nurses, but brought it up and thoroly studied it lovingly herself; and I added that I would help any lady who might undertake the lengthy, but very pleasant work. Of course you may mention my name in the preface; besides, if you think it might be useful in your undertaking, make any use you see fit of this letter. . . . I beg your pardon for speaking out so freely. It is an old habit of mine, and I wished to insure the success of your book. Believe me, dear madam,

Yours truly, (PROF. DR.) W. PREYER.

Mrs. Hogan's work has also received the following assurance from Dr. Preyer, dated January 20, 1897: "If I were you, I would lose no time in looking out for translators, for these will surely apply to you. A book is invaluable, written in your style, which lets the reader enjoy child life, yet introduces him or her with supreme clearness into the very serious study of psychogenesis." Mrs. Hogan is now preparing a child-study manual, which is intended to show how practical application may be made in home and school of the results offered by scientists, as based upon physiological and psychological principles. Of this great undertaking Mrs. Hogan writes as follows to the editor:



To make such a manual of the greatest possible immediate value, I should have the latest opinions of educational authorities and of those actively engaged in this study at present. I am therefore sending you a list of questions, at the suggestion of my brother, Dr. Shimer, of the New York Board of School Superintendents, late Professor of Philosophy of the University of the city of New York, with the hope that you will feel inclined to freely answer these questions from the standpoint of your own study and observation, and also allow me to quote from your reply in my text, and to use the letter in its entirety, or portions of it as it may fit in with my purpose, in a separate part of the book to be devoted to this purpose as showing the present trend of public opinion. The bibliography I am gathering is for use in the manual, as suggesting a stimulating line of simple study for parents and teachers, but it is also to be distributed separately to women's clubs, etc., for which I have already partly arranged. Herbert Putnam, congressional librarian, is interested in this work, and I hope in due time to see as a result of this effort the establishment of an advisory center in the National Library. I will also greatly appreciate any further suggestion you may offer that promises to make my work more effective in reaching children in homes of every character, kindergartens and primary schools, and in reaching those also who influence their condition so greatly, namely, parents, teachers, and school boards.

The following questions indicate the thoroughness of Mrs. Hogan's intended plan of work:

What in your opinion are the chief reasons for the study of children, considered from the following standpoints? Scientific, Practical, Medical, Physiological, Psychological, Moral, Home, Nursery, Kindergarten, Primary School, Society, Nation, Religion.

1. What results of practical value have you noted as the outcome of such study? What results are still to be hoped for?

2. What stimulus is necessary to bring about these results quickly?

3. What points in present methods of education of children seem to you to need most immediate adjustment, when judged by results of present methods from a physical as well as mental standpoint?

4. Wherein does home influence fail to prepare the child for easy work in meeting school needs? How should this be corrected?

5. How and why do teachers fail to note the physical needs of young children? How should this be corrected? In what relation does fatigue and lack of free movement stand to school work?

6. How much of the science of child study should teachers know for practical work in the school?

7. How much opportunity at present do teachers have for individual work in the classroom?

8. What is the maximum number of children for satisfactory individual work in the classroom? What is the ideal number?

9. What could the state, boards of education, and school superintendents do to bring about immediate application of the beneficial side of child study?

10. What books, foreign or domestic, have you found helpful for parents and teachers interested in practical child study?

11. Will you name some books suitable in every respect for a young child to read, considering them from the standpoint of print and illustration as well as matter?

### A LITTLE GIRL'S ADDRESS TO THE RIVER.

(Selected from a collection of children's poems made fifty years ago.)

**G**ENTLE river, gentle river,  
Tell us whither do you glide—  
Through the green and sunny meadow  
With your sweetly murmuring tide?  
You for many a mile must wander,  
Many a lovely prospect see;  
Gentle river, gentle river,  
Oh, how happy you must be!  
Tell us, if you can remember,  
When your happy life began;  
When at first from some high mountain  
Like a silver thread you ran.  
Say how many little streamlets  
Gave their might your depths to swell;  
Coming each from different sources,  
Had they each a tale to tell?  
Oh, I pray you, wait a moment,  
And a message bear from me  
To a darling little cousin  
We should dearly love to see.  
You will know her if you see her  
By her clear blue laughing eyes,  
For they sparkle like your waters  
'Neath the bright blue summer skies.  
She's a pretty, playful creature,  
Light of heart, and footstep too;  
Oh I am sure you must have seen her,  
For she often speaks of you.  
Say, we will a token send her,  
Which upon thy waves we'll fling;  
Flowers from out our little garden,  
Fragrant with the breath of Spring.

## MOTHER-PLAY BOOK STUDY QUESTIONS.\*

### FOURTH SERIES. X.

SUSAN E. BLOW.

#### *Lesson of the Toyman.*

(See Froebel "Mottoes and Commentaries;" also "Songs and Music.")

[EDITOR'S NOTE—Miss Susan Blow's new book is called "Letters to a Mother." This book discusses in an untechnical but direct way the questions which have made up this study series. Mothers and teachers who have repeatedly written for additional help in their study of this course will find their help in "Letters to a Mother." Price \$1.50. Sent by return mail by addressing Kindergarten Literature Company.]

#### SONG OF THE TOYMAN AND THE MAIDEN.

Listen! listen, mother dear,  
How the bells are ringing!  
*Christmas times will soon be here,*  
That is what they're singing.

All the boys and girls are out  
In the frosty weather;  
I can hear them laugh and shout  
As they talk together.

All the shops with toys are gay,  
Such a pretty showing;  
Mother, dear, this very day  
Let us, too, be going.

Don't you think if Santa Claus  
Down this way were straying,  
He would stop and smile to hear  
What the folks were saying?

I am sure if he should see  
Just what I was choosing,  
Such a wise old dear as he  
Would not be refusing.

Mother, dear, your little maid  
Will not fret or tease you;  
All the year I've surely tried  
To be good and please you.

But if I should give your hand  
Just a little squeezing  
When the loveliest doll I see,  
*Would you call that teasing?*

\*Contributors to this department are requested to write each question in full with its number, followed by the answer. Also to place name and address at the top of each page of manuscript, the same to be carefully numbered. Also to fold the manuscript for mailing instead of rolling it.—EDITOR.

## THE TOYMAN AND THE BOY.

"Hasten, dear father, and come with me  
The toyman's wonderful shop to see!  
We must tell the toyman what to say  
If Santa Claus happens to come his way."

"But what if Santa Claus asks me, dear,  
*'Has this little child been good this year?'*  
For books and puzzles and games and toys,  
Are not for idle and selfish boys."

"Then tell him, father, that every day  
I try to be loving, and quick to obey;  
And every year, as I older grow,  
I shall be wiser and better, I know."

"Now, toyman, what can you show me here  
To please a child that is good and dear?"

"Beautiful things I have to sell;  
I am too busy their names to tell.

"Here are trumpets to blow, and drums to beat;  
Here are knights and soldiers, and horses fleet;  
Here are bows and arrows, and sleds to use,  
And games and puzzles, and books to choose."

"Toyman, listen! perhaps some day,  
Santa Claus may be coming this way;  
Here is a message to slip in his hand;  
I think good Santa will understand.

"He may bring a drum, and a fine new sled  
Swift as an arrow, and painted red;  
A pair of skates, and a book that tells  
Of knights and fairies and Christmas bells.

"But tell him, toyman, in yonder street  
Are poor little children with bare, cold feet;  
He must bring them stockings, all warm and new,  
And caps and mittens, and playthings, too.

"And, toyman, lest he should happen to lack,  
Here is some money to fill up his pack;  
We send them our greetings, and wish them good cheer  
For a Merry Christmas and Happy New Year."

## QUESTIONS.

2655. How do the last four games in the "Mother Play" differ from all the others?

2656. What may be said to be their common purpose?

2657. Describe the threefold manner in which this purpose is realized?



2658. What is the common feature in the two songs of the Toyman, the "Church," and the "Little Artist?"

2659. What is the special peculiarity of each of these songs?

2660. Do you understand that Froebel really intended the children to be taken to a toy shop?

2661. At what period of the child's development would he recommend such visits?

2662. What statement in paragraph two of the Commentary defines this period?

2663. Could you tell after a single visit to the toy shop whether the child had attained the development requisite to make the experience profitable?

2664. If so, how?

2665. How does Froebel explain the significance of the toy shop in paragraph two of his Commentary?

2666. What is the pedagogic value of the reduced size of objects in the toy shop?

2667. Do you suppose the child's visits to the toy shop are analogous to the visits of a grown person to a world's fair?

2668. If you attended the Chicago exposition, relate as fully as possible its effect upon your mind.

2669. What is the difference between visits to a toy shop and the possession of a great variety of toys?

2670. Do you believe in the introduction of toys into the kindergarten? If so, why? if not, why not?

2671. What do you think of the introduction of dolls into the kindergarten?

2672. Do you approve of adding bean bags, tops and jack straws, and other similar toys, to the instrumentalities of the kindergarten? If so give your reasons for making these additions. If you disapprove state the grounds of your disapproval.

2673. Are the kindergarten gifts toys?

2674. What name does Froebel use in describing them?

2675. What do you understand to be their supreme purpose?

2676. What five-fold development does the child receive from their proper use?

2677. In what ways are they perverted to lower purposes?

2678. Do these perversions result from a false psychology?

2679. State the psychologic insight which is implied in the right use of the gifts.

2680. State the psychologic error which underlies their most serious perversions.

2681. Do the objections against the use of toys in the kindergarten apply to the use of constructive material different from that suggested by Froebel?

2682. If such constructive material is not open to the objections urged against toys, why should it not be admitted into the kindergarten? If you are conscious of other objections against its use please state them clearly and precisely. If, on the contrary, you believe in the use of outside material, state the grounds of your faith.

2683. Have the ideas of Froebel ever been thoroly carried out with a sufficiently large number of children to test their validity?

2684. Do you believe you have yourself carried them out with the intelligent comprehension necessary to give your experience a finally determining vote for or against his plan?

2685. Does it seem fair to urge that his plan be thoroly tested before it is discarded?

2686. What are the conditions of true progress?

2687. What is the difference between rational progress and capricious change?



Illustration from "Father Goose."

## A FEW OF THE NEW BOOKS THAT HAVE INTERESTED ME.

BERTHA JOHNSTON.

"The Heart of a Boy," by Edmondo de Amicis, translated from the 224 Italian editions by Prof. G. Mantellini, is published by Laird & Lee.

A close and experienced student of modern conditions said recently that *the* great problem of all problems today is the "boy"; not the silver question with its cloudy lining, not the differences between labor and capital, nor yet the tariff, but that ever-present, tangible reality, the "boy," is the subject which should most engross the attention of men and women of earnest purpose; give us the insight to understand and to train our boys to noble, efficient manhood, and these other questions will be readily, wisely, and permanently settled all in good time. But the boy nature is not the easiest thing in the world to comprehend, and, therefore, we hail with gratitude any illumination upon this very important subject, a subject which is arresting the attention of thinkers all the world over. As if in answer to the cry for light, there comes to us from over the water a book which, glowing with the tenderness, warmth, and transparency of Italian skies, gives us delightful glimpses into the heart of normal, happy, ambitious boyhood. Inspiring and instructive alike to teachers and parents, we commend it to the attention of the fathers and mothers of our land. It will charm the boys from "nine to thirteen," for whom it is especially written, and arouse a new sense of joyful responsibility in their elders of a few decades more. As the author says in the brief preface: "It might be called 'History of a School Year, by a Pupil of the Third Grade of a Public School in Italy.'" The glimpses given of home life, of the truth, justice, courage, generosity, patriotism, and thoughtful consideration for others which are the strong foundation underlying the external courtesy and grace of manner of the Latin race, are most interesting; and when we close the pages we regret, with Enrico, that we must say farewell to Garrone and Votini, Garoffi and Derossi, and their impulsive, good-hearted, manly schoolmates.

We cull from its pages the following poem in prose, which is a letter from the father:

"Yes, dear Enrico, study is hard, as thy mother tells thee. Yet I do not see thee go to school with that resolute mind and smiling face as I would like. Thou art still stubborn; but listen, think a little how miserable and despicable thy days would be if thou didst not go to school! At the end of a week thou wouldst ask with clasped hands to return again, wearied by annoyance and shame, tired of thy new toys and of thy own existence. Everybody studies now, Enrico. Think of the workmen who go to school in the evening after having worked all day; of the women and girls of the laboring class who go to school on Sunday after having worked all week; of the soldiers who take up their reading and writing books after they return tired from their drilling; think of the deaf and dumb boys, and of the blind, who also study; even prisoners learn to read and write. Think in the morning, when thou goest out, that on that very morning, in thy own town, there are thirty thousand boys going like thyself to shut themselves in for three hours in order to study. Then again! Think of the innumerable crowds of boys who go to school about the same hour in all countries. Think of them, in thy imagination, while they are going—going thru village byways, thru noisy streets, along the shores of the sea and of the lakes, thru the midst or under the burning sun; in little boats in countries where there are canals, on horseback thru great prairies, in sleighs over the snow, over mountains and hills, thru woods and across torrents, up thru solitary paths of the mountains; alone, in couples, in groups, in long files; all with books under their arms, clothed in a thousand

different costumes, speaking a thousand different tongues; from the remotest schools of Russia, almost lost in the ice, to the remotest schools of Arabia shaded with palm trees; millions and millions all going to learn the same things in a hundred different ways. Imagine these vast multitudes of boys from hundreds of nations, this immense movement of which you form a part, and know that if this movement were to cease humanity would fall back into barbarism. This movement is the progress, the hope, the glory of the world. Have courage, then, thou little soldier of this immense army. Thy books are thy weapons, the whole world thy field of battle, and the victory is human civilization. Do not be a cowardly soldier, my Enrico.

"THY FATHER."

To us the profession of teacher is the highest, most responsible of all vocations, and our belief is confirmed by perusal of this sweet book, which, as indicated by its title, is a study of the heart rather than the mind. It will be a rest and refreshment to the teacher in the hour of her discouragement, and she will renew her sacred task with the ancient battle-cry ringing in her heart, tho with milder cadence than of yore, "God with us! God with us!" (The price is \$1.25, illustrated.)

"Father Goose, His Book," by L. Frank Baum.

"Old Mother Goose became quite new,  
And joined a woman's club;  
She left poor Father Goose at home  
To care for Sis and Bub.

"They called for stories by the score,  
And laughed and cried to hear  
All of the queer and merry songs  
That in this book appear.

"When Mother Goose at last returned  
For her there was no use;  
The goslings much preferred to hear  
The tales of Father Goose."

The above verses are a characteristic introduction to many delightful jingles which will please the ear and tickle the sense of humor of the small boy and girl. Alas for the grown-up who has no little son or daughter, niece or nephew, upon whom he can "try them!" If such be his sad fate let him at once borrow some child and present him straightway with a copy of "Father Goose."

"Just what I want to give to my sister's boy." "These pictures are fine for free-hand cutting." "I'll never be afraid of bears again." "I quite sympathize with the boy who longs for dragons to exterminate." "I like the lion whose taste is so delicate that he detects the flavor of ant even when concealed in a process-hash of bee, bug, hen, hawk, wolf, etc. He must have been an epicure." "I like the *level-headed* man who built his house entirely in his mind—I wonder if it cracked that mind any." "The *pictures* appeal to my artistic taste, especially the 'Bandit is a handsome man; in opera he sings.' As for me, give me 'Patsy Bedad, the bright Irish lad, who loved to work hard at his ease.'" "The boy after *my* own heart is the one 'so full of glee, whose hair is nicely cut, you see.'" "Well, I prefer little Annie Waters, with that well-drawn fly-away action. She is a little girl who will develop thru self-activity."

Such are a few of the comments awakened in a critical group of kindergarten students by the pages of this recent publication, whose first edition, we feel safe to say, will soon be exhausted. The jingles, which have much quaint sense as well as sound, are by Frank Baum, the father of four fine boys, with whom he lives as sympathetic companion, as evidenced by the verses, which show a careful avoidance of anything that would bring fear or pain to the childish heart.



The picture backgrounds are in flat washes of either gray or yellow, and every page has at least one bright dash of orange. The figures and facial expressions are capital, and while comical, show the hand of the true artist, William W. Denslow. The verses are all hand-lettered by Ralph Fletcher Seymour, an ambitious young artist of highest ideals in his chosen career.

To be sure the little girl figures but seldom in these pages, *prima facie* evidence that it is a man's book; man writer, artist, letterer, publisher, and attributed to a man, Father Goose. But is it not truly delightful and representative of the age to have such a strong quintet uniting to bring joy to a *little child*?

Publisher George M. Hill.  
Price \$1.25.

The "Eugene Field Book," verses, stories, and letters for school reading, edited by Mary E. Burt and Mary B. Cable, is a little volume which, as the preface tells us, "is an outgrowth of a constant demand for Field's poems in daily school reading, in weekly exercises, in school entertainments, in kindergartens, and in home study. The selections have been made upon a basis furnished by the children themselves after repeated experiments." The first page brings us "Little Boy Blue," and then follow the "Rock-a-by Lady" and the "Duel," all of which are beloved by the very little people. Is there anything in literature as deliciously droll in its way as that same duel.

"The gingham dog and the calico cat  
Side by side on the table sat;  
'Twas half past twelve, and (what do you think!)  
Nor one nor t' other had slept a wink!  
The old Dutch clock and the Chinese plate  
Appeared to know, as sure as fate,  
There was going to be a terrible spat.  
(I wasn't there; I simply state  
What was told to me by the Chinese plate.)"

How we wish we had been there. We recognize many favorite lullabies and hope many a wee one will be sung to sleep to the words of the "Sugar-Plum Tree," or "Shut-Eye Town."

"Heavy are your eyes, my sweet;  
Weary are your little feet;  
Nestle closer up to me  
In your pretty cap and gown.  
Don't detain  
The Shut-Eye train!  
'Ting-a-ling!' the bell it goeth,  
'Toot-toot!' the whistle bloweth,  
Oh, the sights that we shall see!  
All aboard for Shut-Eye Town!"

Among the prose selections are "Margaret; a Pearl," which is a peculiarly happy union of the beautifully serious and the delicately humorous—a favorite with the children.

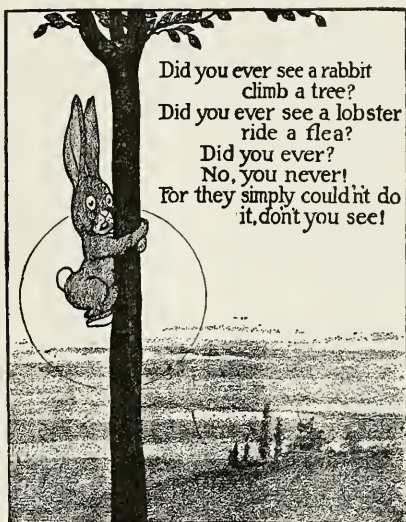


Illustration from "Father Goose."

"The letters used in this book have been presented to four different grades of pupils ranging in age from eight to fourteen years, and are alike interesting to all, not one child failing to respond to the fatherly voice in them, nor failing to appreciate the sanctity of the situations, while recognizing the grace of the literary form."

The illustrations include a picture of Mr. Field's dolls, of which he had a large collection. There are also numerous quaint tail and side pieces.

Published by Chas. Scribner's Sons. Price 60 cents.

"Wild Animals I Have Known," by Ernest Seton Thompson, is a fascinating volume of thrilling tales of animal sagacity, courage, and heroism; a book to be placed on the library shelves side by side with the "Jungle Book." So well told are these true stories that we instinctively side with the wild creature as against man, and are led to feel that, as the author says in his prefatory note, "we and the beasts are kin . . . and they surely have their rights."

The book is very handsomely gotten up. The designs of cover, title-page, etc., are by the artist's wife, and as we study the charming full-page illustrations by the author, we decide with difficulty whether he excels most as writer or artist. Altogether it is a book of which all concerned in its publication may well be proud. Price \$2.00.

"Children of the Cold," by Fred Schwatka, greets us in a new edition. May there be many more. In simple, graphic language it tells of the different activities that fill up the days of the Esquimaux boy and girl. The accompanying pictures are interesting and important additions to the text. We learn from its pages that these children have their share of fun and frolic like children the world over. We hear of their home life, food, and clothing. It is good to see how the wit of man takes advantage of the most unpromising conditions, and here as elsewhere proclaims him master of his environment. Educational Publishing Co.

"Fairy Tales from Far Japan," comes translated by Susan Ballard, illustrated by engravings from Japanese originals. The seven fairy tales are prefaced with a note by Mrs. Isabella L. Bishop, author of "Unbeaten Tracks in Japan." In one of the tales we meet with our old friend, "Brer Rabbit," who is as clever in Japan as in the land of Uncle Remus. The translation expresses to perfection the quaint, flowery style of the original. Even in these fairy stories radiates the natural grace, delicacy, and courtesy of the Japanese people.

Published by Fleming H. Revell Co. Price 75 cents.

"Under the Cactus Flag," by Nora Archibald Smith, tells of a plucky little maiden of sixteen who goes as teacher to a small Mexican town. We are given fleeting glimpses of frontier life, and Mary's varied experiences, sad and glad, are recounted in a delightfully breezy manner. After our "late unpleasantness" with Spain, a book which reminds us of the brave, considerate, chivalric side of Spanish character is very welcome. We sympathize with the heroine in her love for her mercurial, affectionate little charges, and long to establish a kindergarten in Ceritas. We find less pedagogy than the author of the book might lead us to expect.

Published by Houghton, Mifflin & Co. Price \$1.25.

"Story Telling with the Scissors," by M. Helen Beckwith, will be welcomed by those who wish to introduce free-hand cutting but do not know how to begin nor just what to expect of the little ones. Apart from its value to the teacher as a stimulant to original effort, it is interesting to the child as a silhouette picture-book. Many appropriate verses accompany the sixty-two pages of illustrations of the seasons, trades, holidays, etc.

Published by Milton Bradley. Price 50 cents.

"Conscious Motherhood; or, The Earliest Unfolding of the Child in the Cradle, Nursery, and Kindergarten," by Emma Marwedel. This valuable, we might say indispensable, addition to the mother's library has just been reissued by Heath & Co., in response to the large demands for another edition. Price \$2.00.

## CORRESPONDENCE, REPORTS, EDITORIAL COMMENTS, AND NEWS NOTES.

Frau Schrader wrote the following, in one of her last letters from Berlin, from her sick-bed:

"I have seen lately more and more clearly, how in these days intellectual attainment and striving for knowledge preponderates; and we must put all our strength into giving *imagination* and *feeling* their right place. That which distinguishes our work particularly is that it rests upon simple psychological perceptions, upon which the practical work can be built up in *true* sequence, simple perceptions which yet give birth to thousands upon thousands of manifestations in form and color."

Tribute to Frau Schrader by the *Hand and Eye* of London.

"We have the sad duty to record the death of Frau Henrietta Schrader, née Breymann, who died at Berlin on Saturday, the 25th of August, after a long illness, aged about seventy. Frau Schrader was a pupil of Friedrich Froebel, to whom she was related, he being her grand-uncle. A unique figure, a remarkable personality in the educational world of Germany, her loss will be mourned by numerous friends and pupils. As founder of the Pestalozzi-Froebel House at Berlin, the guidance of which has always been under her immediate control, she has done much for the dissemination of Froebel's principles of education throught Germany, and the future writer of modern educational history will have to give her a prominent position when he deals with the period from which dates the activity that women now display in the educational world. A brilliant example of true womanhood herself, she was a force whose power was felt not only in her own country, but far beyond the boundaries of the old world. The Pestalozzi-Froebel House, her own creation, remains as a living monument to interpret her life's work to coming generations."

**Splendid Report.**—We have just been favored with a most valuable and interesting historic report of the "Free and Public Kindergartens in Philadelphia," issued by the Sub-Primary School Society. This is the first complete history of the kindergarten work of Philadelphia ever written, and the author is Mrs. Constance Mackenzie Durham, than whom there could be no more competent historian.

The first free kindergarten of Philadelphia dates from October 6, 1879. It opened with two kindergartners and sixty children. In 1899, twenty years later, the reports record 146 kindergartens with 205 kindergartners and 6,429 children in average daily attendance. In 1881 the Sub-Primary School Society was organized and incorporated. "It was thru the public spirit and wisdom of the officers and members of the society that the years between 1881 and 1887 were a series of upward movements educational alike to the children, to the kindergartners, and to the public." In 1882 the first public appropriation was made, and seven years after the founding of the first modest kindergarten one-half the expenditures were paid by the city. It was in 1887 that the kindergartens were formally adopted by the board of education. This step led naturally to the opening of a kindergarten training department in the Girls' Normal School, with the result that every graduate teacher from that institution was more or less acquainted with kindergarten principles and methods.

The history of the movement is given in complete detail and with a style as surprisingly delightful as it is unusual in a pedagogical report. Mrs. Durham proceeds to state quite comprehensively the causes for the mistakes and successes of the entire movement. Among the features which she counts as



important to its rapid growth are the following: The close association between the kindergarten and the homes of the children, an association strengthened much by the visits of the kindergartner to those homes, and, later, by the mothers' meetings, the series of lectures to mothers arousing a sense of the right of the rich child equally with the poor one to the benefits of the kindergarten; later meetings held for both fathers and mothers.

In a strong paragraph Mrs. Durham expresses her sense of the value of criticism, friendly or unfriendly, in stimulating the kindergarten workers to higher standards, and gives the different kindergarten societies, conventions, and libraries, due credit for their share in the growth of the work. She comments favorably upon the appointment of experienced and liberal-minded teachers from other cities, and urges the visiting of good work elsewhere as very important.

She counts among the dangers which have beset the kindergarten movement in the past, and threaten its future, the following: The making the kindergartens subject to the superintendent of schools before the underlying principles are thoroly and sympathetically comprehended; the modification of the kindergarten to "fit" the school, or vice versa; too large numbers; two-session with the same kindergartner in one day. But among the dangers most to be dreaded are these attending the appointment or retention of a teacher on account of political influence, friendship, or because "she needs the money." Mrs. Durham deserves the gratitude of *every kindergarten propagandist* for this practical document, and especially for the frank convictions which she records concerning every important phase of public kindergarten work. This document *will stand for many years* as a hand-book and guide for individual or associate workers, who are *aiming to plant the kindergarten permanently into the public school system.*

**Incidents of Childish Play:** Two little girls, children of an Episcopalian minister, played "funeral" with their dolls, and always before burial separated the soul (the sawdust or rags taken from the middle of the body) from the body, placing the one in a tree or on the roof and the other in the ground. Later came the resurrection day, when they united the body and soul and made their dolls again alive.

Harold had in his playroom a small, light couch, which he propelled about the room by using a broom for a paddle, thus playing boat. As children of one family, we built in the woods, of boughs and sticks, houses which represented homes, store, church and school, in which we repeated the life of the neighborhood.

Alfred, a tiny fellow in one of my kindergartens, lived next door to a Salvation Army barracks. He was *big* with energy and enthusiasm, and when wishing to express his joyousness or appreciation, shouted, waving his arms, "Hallelujah!" or "Glory to God."

A little nephew was so successfully imitative that he did not speak until past two years of age. One day when I had him out for a ride we saw a little colored baby (the first he had seen) who attracted him greatly. On reaching home he attempted by all sorts of movements to make his mother understand what he had seen, and failing, clearly said, pointing in the direction from which he had come: "Baby, black." Then, pointing to the mirror and patting his own face, questioned: "Mamma—baby—black?" at the same time shaking his head negatively. The discovery of his power, and the use he could make of it, made the acquisition of further language easy.

Harold was particularly attracted to animals and attempted to imitate all their activities. As soon as he was able to catch and hold the active thing the work of investigating began. Toads were cut to pieces, spiders strung on pins, horses punched with sticks, etc. His intense absorption in his work never relaxed until the creature ceased to move, when it was flung aside with disgust, or he was carried away by force.—*Ada May Brooks.*



**Arts Study Pictures:** The constant demand from schools and clubs for good reproductions of famous paintings at a reasonable price has led to the publication of a series of large-sized penny pictures. The subjects are carefully selected from the leading art productions of the world. They average 5 x 7 inches in size, printed from the best halftone plates, on paper 7½ x 9½ inches. They are published semi-monthly in assorted groups—portfolio form. Each group contains ten different pictures, for which subscriptions will be received by the year in advance. As a special feature the individual pictures are also put up in packages of ten, and any number of pictures (multiple by ten) can be obtained of the same subject by simply ordering from the plate number that is printed beneath the picture. The Rosa Bonheur portfolio is a possession to make glad the heart of any child or schoolroom full of children, and contains fine prints of ten of the famous animal studies. We especially commend portfolio B to our readers, which contains the following irresistible halftones, all for 10 cents: the Escaped Cow, Milking Time, Group of Cows at Milking Time, The Cow, Tossing the Hay, Hay-making, Haying Time, and Haymakers' Rest, by Julien Dupré; Return of the Herd, by Félix de Vuillefroy, and The Shepherdess, by Henry Lerolle. Each portfolio contains a sketch of the artists from whose pictures the collection is made. Send this portfolio for a Christmas greeting to your little friends.

**Miss Mabel Wilson**, of the St. Louis City Normal School, is the author of a comprehensive volume for Sunday-school workers, entitled "Love, Light, and Life for God's Little Children." It is virtually a course of instruction for the primary Sunday-school and home use, devout in its purpose and style, and is the result of twenty years of practical experience in both kindergarten and Sunday-school. Miss Wilson is herself a woman of rare strength of character and insight, as well as a teacher who understands the ways in which children's hearts grow. She has supplied in this volume both sound subject-matter and sound methods of presenting the same to young children. Part I contains four chapters of general notes for the Sunday-school teacher; Part II contains fifty-four lesson outlines for the children; Part III gives the words and music of twenty-nine songs used in the lessons, and over fifty fine illustrations are scattered thru the volume. Price \$3, mailed to any address.

**A Suggestive Outline** course for vacation kindergartens, by Jenny B. Merrill, is just issued by Milton Bradley Co. Miss Merrill, who is supervisor of kindergartens of the boroughs of Manhattan and the Bronx, New York city, gives, in addition to the clear, regular outline, some general directions about sand courts, sand, clay, brushwork, etc., which will appeal to the wide-awake kindergartner. We are inclined to question the pedagogy of the suggestion that imaginary excursions should precede the real ones, and are pleased to notice the place given to "outside materials."

**Miss Susan Pollock**, of Washington, sends out the following terse, concise, answer to what are kindergarten methods:

Kindergarten, Child-Garden, means character training; development of body, mind and soul. It helps to overcome or change environment.

Ethics, the science of the laws which govern our actions as moral agents, is the keystone in the arch of the kindergarten.

Religious instruction inculcates the life and character of Christ. All kindergarten work is a preparation for life, and shows the importance of an education conformable to nature.

Have thought in the child's work of the past, present, and future.

Let the past be of value.

Let the present be of interest.

Let the future be of importance.

Take the thought, interest, object, subject, nearest the child.

Make reading, writing, ciphering, agents, not principals.

Avoid mechanism and routine, and convert theory into practice.

The O. E. A. (Ontario Educational Association) meets in Toronto each year during Easter week, the convention days being Tuesday, Wednesday, and Thursday. The officers of the kindergarten department, knowing that the I. K. U. is to meet in Brooklyn next Easter (probably on Thursday, Friday, and Saturday), have asked some of the Chicago kindergartners likely to attend the I. K. U. meetings to visit Toronto on the way and assist in the Easter program. In most cases a favorable answer has been returned, and an inspiring meeting is looked for. Any of the western delegates to the I. K. U. who can attend the Toronto meeting will be welcomed. Toronto is an hour's ride from Hamilton (on the main line of the Grand Trunk Railroad), and is itself an interesting city to visit, as its many American visitors testify. Any further information will be gladly forwarded by Miss Jean R. Laidlaw, 730 Waterloo St., London, Ont. This conjunction of meetings of the Canadian and United States kindergartners is a happy international incident.

The Chicago Kindergarten Club held its first regular meeting for the year 1899-1900 Saturday, October 14. The work of the club this year will be "A Study of the Psychology of Imagination and Will." The programs will be conducted by the members, except when lectures are given. At this meeting the club listened to a most enjoyable lecture by Prof. James R. Angell, of the Chicago University, on "Imagination: Its Bearings upon Imitation." Professor Angell introduced his topic by calling attention to the very common misunderstanding of the word "imagination," and went on to explain that imagination exists only as a result of actual experiences, and is not something which has to do with the "unreal"; that imagination is not a separate faculty capable of being trained or developed apart from other mental activities, but is, on the contrary, dependent upon them. Imagination needs guidance, not training. Exercises planned with the idea of "training the imagination" are good only as they aid in developing such powers in the child as imagination depends upon, i. e., the images. Purity of image is the thing desired. Professor Angell spoke of the many unnecessary acts, as of the lips, head, etc., which a child uses in learning to write, and pointed to the fact that only as the images along the required lines of action grow more distinct does the child become capable of the proper kind of imitation. It is necessary to shut out or eliminate the useless images in order that the desired one may become stronger. The work of the teacher is to direct, to guide this eliminating process. "Imagery is the tool with which we work; the material out of which thought is made." In the absence of Miss Bertha Payne, the president of the club, Mrs. Herman Hegner, presided. It was unanimously voted to forward resolutions of sympathy on the death of Frau Schrader to Herr Direktor Schrader, and also to the management of the Pestalozzi-Froebel House. After the lecture a brief period was devoted to discussion and questions, to which Professor Angell responded. The club then adjourned to enjoy its usual social entertainment, and welcome the many guests who had been invited to the open meeting.—*Grace Stuart Moss, Cor. Sec'y.*

**Recess Plays and Games.**—The report of the director of physical training in the public schools of Washington, D. C., Miss Rebecca Stoneroad, is a valuable pamphlet. One item of interest states: "We have, under the direction of Superintendent Powell, a school attendance of more than thirty thousand children. All of these pupils receive the benefit of systematic daily exercise, the work being carried on in every schoolroom of the city and in the county, with the exception of a few small buildings which are difficult to reach. A corps of special teachers of physical training, consisting of a director with five assistants, gives instruction to each class, which is visited regularly once in every twenty school days.

"Plays and games form a necessary part of any general system of physical training. They supply the element of recreation. Play has the hygienic value of securing the greatest amount of physical work with the least expenditure of mental effort. Gymnastics do not take the place of play, nor does play take

the place of gymnastics. For a perfect system of physical training the two should go hand in hand.

"Since the conditions of the schoolroom are such as to make free play impracticable in the higher grades, it would seem that the best opportunity to obtain this recreation is at the time of the daily recess. In my last report I wrote concerning the school recess as follows:

"A few years ago there was a movement in certain parts of the country to do away with the daily recess on certain moral grounds. It would seem wiser, by special attention and supervision on the part of the teacher, to improve the daily recess, than to do away with an institution which offers the very best opportunity for rest, recreation, and the spontaneous activity of play. Yet the school recess as carried on is capable of the greatest improvement. In many cases the teacher is absolutely ignorant of what her pupils are doing during this playtime. So far as observation goes, the children indulge chiefly in screaming and aimless romping, or else in moping and reading. Pupils could be taught certain games adapted to their age and to the circumstances, over which the teacher could have oversight without interfering with the spontaneity of the children. Children should be encouraged to bring their jumping ropes and balls to school. Many pupils would be willing to contribute bean bags, a bean board, jumping ropes, and stilts.

"Whenever the weather permits, all such play should be in the open air of the playgrounds. A series of plays and games adapted to the different ages of the children can be obtained from the director of physical training. Having such guidance, knowing what can be done, how to do it, and having the means by which to do it, pupils can take the initiative and proceed according to taste or inclination, thereby making the daily fifteen minutes given for recess a period of physical profit as well as mental recreation."

The Philadelphia Branch of the International Kindergarten Union held the first meeting since vacation on Tuesday, October 3, 1899, at 3:30 p. m., at the Philadelphia Normal School, Thirteenth and Spring Garden streets. After the reading of the minutes of the June meeting, and also of the executive meeting held September 26, 1899, Miss Williams made an announcement in regard to some of the good things in store for us during the coming year. In December we expect a paper on Literature from Miss Spencer, of the Philadelphia Normal School. We hope to secure Miss Blow for three or more lectures, possibly on psychology. The date for these lectures has not yet been fixed. One meeting, possibly that in February, will be a mother's meeting to which mothers of kindergarten children all over the city will be invited, also all others interested in mothers and children. Several prominent kindergartners and mothers are expected to address the meeting. The June meeting will be devoted largely to reports from the delegates to the International Kindergarten Union. During this year Miss Williams will again conduct the gift classes which she has the past two years so kindly given to members of our Philadelphia Union. We accepted, with much regret, the resignation of Miss C. G. O'Grady from our Union, and Miss Grace Yardley from the board of directors. The president appointed Mrs. Van Kirk, Miss Fible, and Miss Adair to draw up and send to Miss O'Grady, resolutions of regret, and of thanks for her work in the P. B. I. K. U.

The chorus sang "Flyaway" and "The Song of the Squirrel," after which Miss Mary Adair read a paper on "The Relation of the School to the Individual." She commenced with a plea for the development of the individuality of each child. "Is it true that each human being is divinely appointed for a mission, which he, and he only, in all the universe can fulfill?" Then how carefully should the teacher "investigate, as far as possible, not only the thought processes of each child, so far as his surroundings will explain them, but also the detrimental factors of heredity," that she may bring to her work a deeper insight into each child's nature, and that sympathy without which little can be accomplished. In discussing the question, "Is there any law of social progress except the recognition of the individual?" Miss Adair claims



that "a study of biology shows that as beings rise in the scale of life, more variation takes place and progressively fewer have birth. Nature will grant the desire for either quantity or quality, but not for both." In the history of religion we find the same law: "Egypt with her swarms of gods; Greece worshipping a higher order of beings and necessarily fewer; and, highest of all, in the Jewish and Christian nations, the conception of personal relationship in the one God." An interesting illustration of this law of social progress is that today the law punishes the wrongdoer himself, and not his family also, as was done in olden days. By means of this study of biology, history, and law, Miss Adair wished to prove that "centralization of force is necessary, a bending of all the energies upon the product to be attained, whether tree, insect, or man."

After an extended discussion of the social individual, showing that "the evolution of the individual is necessary to the evolution of social life," Miss Adair continues by stating the necessary qualifications in the teacher to secure the desired results. "Each teacher is stamping her personality upon the children. If she is not ideal, then so much the worse for the work." She lays great stress upon sympathy as the one condition absolutely necessary for a life with others. "Thru these two forms of sympathy—imitation and imagination—the will acts in assisting the individual from the little world of self to the larger world of the life about him." We should be careful with imitation to stimulate originality. "Imagination is the creative faculty, making possible the world of ideal, of beauty, art and culture, and binding man to man thru invention and discovery." Also, "it puts us in the other man's place, so that we can get his way of looking at things." She concludes by encouraging teachers to have ideals, tho it may at present be impossible to put them into practice; yet, "while accepting existing conditions with as good grace as possible, we may sometimes ask ourselves, Does the school we represent adequately meet the demand social progress makes for the individual?"

The officers of the Philadelphia Branch of the International Kindergarten Union are now as follows: President, Miss Anna W. Williams; vice-presidents, Mrs. M. L. Van Kirk, Miss Mary Adair; treasurer, Miss Louis Renshaw; recording secretary, Miss Adele Mackenzie; home secretary, Miss Sarah S. Rawlins; corresponding secretary, Mrs. Edward C. Knight Parker; directors, Mrs. John Stephens Durham, Miss C. L. Barber, Miss Sarah Fible, Miss H. H. Hering, Miss Bertha Klein, Miss Fannie S. Law, Miss R. S. Van Haagen, Miss Sallie Green, Miss Alice Fox. ZELLA NICHOLSON PARKER, *Cor. Sec'y.*

MISS JEAN LAIDLAW writes from London, Ont., under date of October 3, as follows: "We dropped into winter on Saturday last. It snowed all day, and being soft and heavy, numberless branches were broken from the trees. It was odd to see the trees green (apple trees in fruit), or in autumn colors with six inches of snow on the ground, and bright-colored flowers standing out from the garden beds. We happen to be situated in what is known as the snow belt, but snow in September is not our usual portion. It has gone now, except for patches in shady places." Question: Would snow songs be admissible in September under the above circumstances?

COL. FRANCIS W. PARKER and Mrs. Lucretia W. Treat were the instructors of the Dickinson County Inspiration Institute, held at Iron Mountain, Wis., in October. Mrs. Treat spoke upon the following subjects: The twentieth century child and how to meet its needs; definite aims in education; the development of self-reliance; the value of stories and how to tell them; love shown by service. Colonel Parker's great theme was education into citizenship.

MISS LOUISE N. CURRIE, superintendent of Toronto public kindergartens, spent a part of October visiting Chicago and Chicago kindergarten work. Miss Currie has been in charge of the Toronto work for over ten years, and the kindergartens now number forty-six. She was welcomed by many of the active kindergartners, and attended the first meeting of the Kindergarten Club, bringing greetings from over the line.



**Nursery Device.**—We have heard of sand as a substitute for sugar, but it was not until this last summer that we saw with our own eyes salt used as a substitute for sand. Within a vine-clad porch, a newspaper spread upon its floor, 5 cents' worth of fine, snow-white table salt, and a teaspoon apiece, kept three small children busy for many happy minutes. If a porch is unattainable, a carpeted floor serves equally well, and the salt is warranted as uninjurious to Brussels or velvet, so says the ingenious grandmother who contrived this happy play.

**Sir Gibbie.**—In this issue appears the first section of "Gibbie," an adaptation from George Macdonald's entrancing story. It is prepared by Miss F. C. Hays, of Newark, N. J. Those who are familiar with the book will see that Miss Hays has changed the denouement of the "brownie episode." However she suggests that the children should know that Gibbie did find a home at last. In telling the story in the kindergarten or primary school it should extend over three or four days' time. The story will be concluded in the December issue.

THE St. Andrews Kindergarten Training School, of Rochester, sends out an attractive announcement of its tenth year of work for 1899-1900. The training is in charge of Helen Wallace Orcutt, who conducts the courses in gifts and occupations, songs and games, nature work and brush work. A special course of one year is offered to students having had previous training. Miss Orcutt brings culture and enthusiasm to the normal training, and we wish the St. Andrews every consummation of its outlined work for 1899-1900.

CLEVELAND, Ohio, is to have an all-day mothers' conference, to be held on Saturday, November 11. A general invitation is extended to all interested in the surrounding neighborhood. The program is in the hands of Miss Jennie Warren Prentiss, and provisional outline is as follows: Forenoon conference on manual and practical occupations for children; afternoon and evening address by leading speakers in the Historical Society building auditorium. The complete program will appear November 18.

THE Tacoma (Wash.) Kindergarten Training School offers a two years' course of study which is grouped as follows: First year—Theory of Gifts and Occupations, Mother Play, Spencer's Education, Study of Child Nature, Hand Work, Practice and Observation in Kindergarten. Second year—Mother Play, Symbolic Education, Education of Man, Psychology, History of Education, Program Work, Literature. Miss Charlotte L. Dewey is director of the work, and Miss Olive Norton, associate.

THE Brooklyn Kindergarten Union rendered the following program at an evening meeting held at Pratt Institute, October 13:

Nature Study, Miss Alice E. Fitts; Recent Educational Literature, Miss Mary Waterman; Reminiscences of a Trip thru Germany, Mrs. M. B. B. Langzettell; Vacation Schools and Playgrounds, Mrs. Ada M. Locke; Sewing Without a Needle, Miss Anna E. Harvey.

**Correction.**—An item in the September KINDERGARTEN MAGAZINE stated that Miss Olive Russel was successor to Miss Annie Allen in the kindergarten work of the Chicago City Normal School. The successor to Miss Allen as director of the kindergarten is Mrs. Tappen, her former associate. Miss Russel, assisted by Miss Brown, conducts the kindergarten course for pupil teachers of the Normal School.

AN enterprising kindergartner offers her services to furnish programs and favors decorated with free-hand cutting designs. A dainty Easter card has a design of rabbits shilouetted in black on buff board. The sample musicale program has an array of singing birds, while the invitation for a children's party has a group of dainty cupids playing at ball. Address Miss Ethel E. Barr, St. Cloud, Minn.

"WHO is this Pestalozzi and this Froebel they are talking so much about?" is a question overheard in the hall at the close of a kindergarten session of the N. E. A. at Los Angeles. "Why, I think they are extinct volcanoes somewhere." A young Chicago teacher asked her neighbor recently: "Who is Froebel anyhow?" "He is the Johan Froebel of Boston, who started kindergartens."

MRS. MARION B. B. LANGZETTEL, of New York, conducts six classes of kindergarten training work each week, in addition to her morning kindergarten and special work in the kindergarten department of Pratt Institute. The articles Mrs. Langzettel is contributing to the KINDERGARTEN MAGAZINE can be safely recommended as coming from the pen of an active woman!

THE New Jersey State Normal School at Trenton, Principal J. M. Green, has this year two classes taking the kindergarten training under Miss Grace A. Wood, supervisor and teacher in the primary department of the model school. Miss Wood is assisted in the specific kindergarten instruction by Miss Nellie E. Lair, one of her kindergarten graduates.

"WE want our mothers' meetings this year to cover definite ground and accomplish something of value." This is the earnest call which reaches the editor from many quarters. The Topical Outline Leaflets issued by the Kindergarten Literature Co. were made to answer this call. Assorted sample envelope, 10 cents; 30 cents per hundred.

MISS MARTHA R. SPALDING, who was the first resident in charge of the Elizabeth Peabody House, is now resident in the Denison House, Boston, assistant headworker to Miss Dudley, who returned from Europe late in September. The kindergarten connected with Denison House is considered "ideal."

THE hymn, "Come let us Live with our Children," has been printed in leaflet form, together with other similar matter, and issued by Mary L. Butler. This has appeared owing to the demand of audiences attending mothers' congresses and meetings, and can be distributed for congregational singing.

THE two-day-session kindergarten will be discussed in the December KINDERGARTEN MAGAZINE. If you have any data based upon experience, kindly contribute it for the general enlightenment of the questioners.

"THE PLAY-PRINCIPLE" was the subject for an able address made by Prof. Oscar L. Triggs before the Cook County Teachers' Association, Chicago, at the October meeting.

THE ethics of caging birds is discussed in an interesting manner in the October number of *Bird Lore*. Have kindergartners any consciences on this subject?

EMILY C. CHEEVER, of Champaign, Ill., writes: "I feel that I cannot get along without the KINDERGARTEN MAGAZINE. It is quite essential in my work."

ADELLA M. WOODCOCK, of Hartford, Conn., writes: "I enjoy the KINDERGARTEN MAGAZINE very much, and am always glad to see it."

NORA A. SMITH's story of "Under the Cactus Flag," is drawn from her own girlhood's experience and observation.

MRS. EVA D. KELLOGG, editor of *Primary Education*, is making her editorial headquarters at Cornell University.

THE KINDERGARTEN MAGAZINE for October is the best number issued yet.—*Maud Menefee*.

# KINDERGARTEN MAGAZINE

*Vol. XII.—DECEMBER, 1899.—No. 4.*

NEW SERIES.

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## TYPICAL CHILDREN'S STORIES FROM THE GERMAN OF THEKLA NAVEAU.

(TRANSLATED BY BERTHA JOHNSTON.)

POOR HENRY.

**I**T was in the middle of winter, and just at Christmas time, that a needy, poorly clad boy wandered over the fields. He was quite alone, looked sad, and was very cold. His clothes were better suited to summer weather than this raw season. His old straw hat was covered with snowflakes, and his hair fluttered in the wind. His jacket was made of thin linen, and was too small in the arms and over the chest.

The boy came thru some woods where snow lay deep on the path and the branches of the trees creaked under their burden. It was very still; no birds could be heard, no deer or rabbit was to be seen.

The sky was dull and gray, and night drew near. The woods came to an end, and the path led thru open fields. The boy was very tired; he stood still a moment and looked into the distance. Then he saw a light afar off, gathered courage and went toward it. And see! after awhile there appeared thru the mist the dwellings of a village, and lights shone thru many windows. Especially brilliantly illuminated were the windows of a larger house, and the poor boy went toward it with a beating heart, knocked, and was admitted. It was the dwelling of the minister, and the genial man went into the vestibule, saw the shivering boy, and asked: "My dear child, where do you come from in this bitter weather, and what can I do for you?" The boy took off his hat, bowed politely and said: "I would like very much to warm myself, I am so very cold." The minister opened the room door and led the little fellow inside, and the room was warm and

bright and decorated, for it was now Christmas time. In the middle stood a tree with its candles, golden nuts, and apples. At the piano sat the mother, and near her stood three children, and music rang out while the children sang:

"O thou blessed,  
O thou joyous,  
Gladness-bringing Christmas time.

"Happy and true,  
Exulting anew,  
Children, children, rejoice today."

The poor boy forgot his trouble, and looked and listened with delighted ears and heart. Then the children turned, came to him and asked his name and where he lived. The boy told them his name was Henry; that he had lived with his parents in a little village in the Harz. He had gone with them thru the provinces, for his father cut spoons and bread-boards out of fir-wood which they then carried for sale. They had, unfortunately, come to a village where a bad, infectious disease prevailed. Both parents had become ill and died of nervous fever. A country woman who had taken an interest in his parents, and had nursed them, had also kept him for a couple of days, till he had stopped weeping and had recovered from his first sorrow. Now he meant to go to his grandfather, but alas! he had forgotten to ask his father in which village his grandfather lived and now he did not know where he should go.

Then the minister said: "Dear Henry, remain in our house till after the festival, then I will do what I can to find your grandfather. And now the mother went into the bedroom, brought some of her children's warm stockings, shoes, and jackets, and let Henry put on dry clothing. Then she spread the table, and brought out tea and cake. The children put Henry in the midst and took care that he ate and drank; then they showed him their new blocks and pictures, and played with him till evening. So the poor boy stayed with these good people till the holidays were past. The minister wrote and inquired everywhere, but as he knew no place nor name, no one could give him any information. Meanwhile the father and mother had seen that Henry was a careful, honest boy, of very good behavior, and thought that he would be a fitting companion for their children; so they decided to keep him and care for him. Henry was so happy and



glad. He remained in the home till he was grown, and thanked his foster parents for their kindness by industry and good conduct.

#### THE RESCUED FAWN.\*

It was winter. Snow lay upon the fields, and the river which came from the woods was covered with ice. The deer that came out of the woods to drink would often have to go far to find a place free from ice; yet the wind blew warmer, the ice began to break up and to float down the stream. Now one morning the forester came from the castle in order to go to the woods to feed the deer with hay from the winter's store. There he saw from afar on the river a dark, moving object, which came down with the water. And then as the man reached the bank he saw a little, trembling fawn, that stood on an ice-floe in the middle of the river. It had come with its mother to the river to drink, had stepped upon the ice, the cake broke off, and now it floated rapidly away. It looked across imploringly, and yet dared not make one leap for fear of falling into the water. The forester stopped a moment and considered. Should he shoot it? but no, his master would certainly be dissatisfied with that. He would try to catch the little creature alive. Quickly he drew from his pocket a rope which he usually carried with him, tied a loop in it and threw it over the fawn's head. Gently he pulled it toward him, and the little animal, freed from its fear of the water, sprang across. "This will delight little Lulu," thought the forester, as he turned around and led the fawn toward the castle. It was indeed a welcome playmate for lively little Lulu. She gave him a clean little stall and often fed him with bread and hay. The little creature soon learned to know and love its little mistress, and would follow her everywhere. Often when she sewed or read the fawn would lie at her feet, and in the evenings it would stay in her room till her aunt would have to remove it forcibly. So the pet remained a long time in the castle, and in the mornings ran with Lulu thru the meadows, and turned homewards with her in the evenings, till at last a large, strange dog bit the poor animal, and it died of its wounds. Then Lulu made a grave for him in the garden among the flowers.

\*It is suggested that this story can be easily dramatized.

## ROBERT J. BURDETTE ON MANUAL TRAINING.

THE Throop Polytechnic Institute of Pasadena, Cal., is one of the splendid fruits of the newer education, an institution of eight years' growth. The address to the class of 1899 was made by the Rev. Robert J. Burdette, which we print in part below as worthy a place in the history of the manual training movement:

Three thousand years ago the wisest man in all this earth, a monarch before whose throne kings bowed themselves in homage, and to whose footstool a mighty queen of the East made her pilgrimage, a king with a wise and understanding heart, to whom had been granted wisdom and knowledge, riches and honor such as no king before him had, and no king after him should have, determined to build a house for the Lord and for the glory of his kingdom. For this Solomon needed a man who could do things—and he sent to his neighbor, Hiram, king of Tyre, to ask for such a man from that kingdom of workmen, artisans, and merchants. And we read in the Second Book of Chronicles, the second chapter, "Then Hiram, the king of Tyre, answered in writing, which he sent to Solomon: 'And now I have sent a cunning man, endued with understanding, of Hiram my father's, the son of a woman of Dan, and his father was a man of Tyre, skillful to work in gold and in silver, in brass, in iron, in stone, and in timber; in purple, in blue, and in fine linen, and in crimson; also to grave any manner of graving, and to devise any device.'" That man of Tyre had received a polytechnic education—schoolroom, workshop, sewing school, loom and forge had contributed to his development.

Canon Farrar says: "He who plants a tree does well; he who fells the tree and saws it into planks does well; he who makes a bench of the plank does well; but he who, sitting on the bench, teaches a child, does better than all the rest."

What praise, then, shall we bring to an institute which combines in its system of education doctrine, theory, practice—a trinity of well-doing? That sends its graduates out into the world, which is the field, knowing not merely what tree to plant, but where and how to plant it; knowing when to fell it and how to make it fall where the feller wants it; knowing how to saw it so as to get the most and best plank lengths from it with the least waste; knowing how to make the bench comfortable—artistic in design and workmanlike in its adaptation to the most profitable use; and, best of all, knowing how to sit upon it and teach; knowing how to illustrate theory with practice, how to combine in a workaday world faith and works. From the same bench teach-

ing a student and instructing an apprentice; writing an essay on man with one hand and modeling him in clay with the other; teaching the pupil the chemical formula for iron, and showing him how to drive a nail without splitting the board, bending the nail, bruising his thumb and ruining his temper.

To know what to do is good; to know how to do it is perhaps better; but to know both—how best of all that is! "If ye know these things, happy are ye if ye do them."

Uneducated labor, what men call unskilled labor, holds the lowest place in the markets of the world. To carry it on men who work with their brains import workers; gangs of Chinese coolies on one coast; hordes of Hungarians and Poles on the other. Herded together are these working people, scarce so well cared for as the beasts of burden who share their labors; the language of the men no better understood by the paymaster than the lowing or neighing of their yokefellows. Rarely are these men seen by their employers. They are carried in the thought of the mine or mill owner merely as so many items in the expense and labor account—so much per capita—no, hardly that—so much per month in the mass. These men are workers. They can do, better or worse, what they are told to do, and what a more intelligent foreman shows them how to do.

Vanderbilt writes half a dozen lines on a sheet of paper, and it is worth a million dollars; that's business. Meissonier scratches a few lines on it and it is worth a thousand dollars; that's art. Rudyard Kipling fills it, and it is worth five hundred dollars; that's literature. An artistic penman engrosses a resolution on it and it is worth ten dollars; that's handicraft. The men who made that sheet of paper get a fraction of a cent for it.

Then, the boy says, I will go into business and leave the labor alone. Yes, but that Vanderbilt fortune was laid by a ferryman, whose wife attended the lunch counter on the boat. John Jacob Astor learned how to skin bears and mink before he knew how to skin the Indians. Brains and hands wrought together to amass all this wealth. The first task God ever set for man was one of skilled labor; he gave man work to do as his greatest blessing, not as a curse; idleness is the curse, and great wealth comes not from God, but of the devil. "And the Lord God took the man and put him into the Garden of Eden, to dress it and to keep it." It wasn't a hunting ground; it wasn't a fishing preserve, it was a garden.

There are questions of theory that have been open for generations and that will be under discussion for generations to come. But this school teaches, side by side with theories, that later and broader wisdom may change certain facts that are established forever. It is an open question whether the metric system of measurement or the one in common use may be the better, but that it takes twelve faultless inches to make an honest foot the

boy learns in the shop the first time that he thinks eleven inches will do. He learns that altho he may warp his impressions and twist his convictions and corkscrew his politics and change his religion, that he will never be able to fill a foot space with eleven inches. That he knows. There is no less a spiritual than a material law in it. Thundered down from Sinai paragraphed and bracketed with "Thou shalt have no other gods before me," came from the divine law: "Ye shall do no unrighteousness in judgment, in meteyard, in weight or in measure. Just balances, just weight, a just ephah and a just hin shall ye have—I am the Lord your God!"

That is teaching faultless accuracy in inches and ounces; the law backed up, signed and proclaimed by the great incommunicable name!

Do you see what this teaching rests upon?

Education does not consist in pouring books into the student. A man may read books until the reading habit becomes a dissipation. But throw aside the book or manuscript, go out into the garden or step into the workshop and do something; make something, trim a rose-tree into better shape; prune a shrub; coax a reluctant or stubborn plant; caress a flower that loves to be petted; frame a picture; make a handy adjunct to the desk; adjust an attachment of your own device to the writing machine, build a bookcase—why, that rests the brain; that clears it of dust and cobwebs.

But if I go untrained to these things, and know not how to do these things deftly and correctly, I mar what I undertake and to my weariness add irritation, and the last state of that man is worse than the first—the untrained handy man.

To what end, then, is all this manual training? To make better teachers, more eloquent orators, more convincing preachers, better home makers, and better housekeepers. The man whose mind and hand can grasp thought and fact with the same firm grasp, sitting at the editor's desk, hears the call of a bugle. He doffs the scholar's robe and dons a uniform; drops the pens and girds a sword-belt to his waist and is the journalist soldier, such as we honor in the person of the distinguished citizen who honors this occasion with his presence tonight—Harrison Gray Otis.

A boy who knows how to do something with his two hands will never be oppressed by a sense of having three when he enters his mother's drawing-room. And you can't even open a pocket rule quite so easily and deftly as does the boy who has spent two years in the joinery and cabinet work. All the work in this institute supplements the book work.

Well does Whittier sing:

The riches of the commonwealth  
Are free, strong hands, and hearts of health;  
And more to her than gold or grain,  
The cunning hand, the cultured brain.



Such an education does this institute give to its students. Do not think it sends out into the working, thinking world merely good artisans; it gives to the world artists; men and women equipped for the highest intellectual work; qualified to fill positions that call for high culture and the exercise of clear judgment; qualified to take high position in the office, in workshop, in counting-room, in laboratory. It aims to give to the world such grocers as George Peabody and John Hopkins; such printers as Benjamin Franklin; such bricklayers as Ben Jonson; such tailors as Andrew Johnson, such merchants as Stephen Girard; such tanners as Ulysses S. Grant; such telegraph operators as Thomas Edison; such railsplitters as Abraham Lincoln.

To have a thought, and with pen or needle or hammer crystallize it into a fact—into an eternal thing—this is work that has in it the pulsing of the divine. The hammer strokes timing in regular syncopation the leaping heart throbs; the hum of the loom chanting the deep octave of the song of praise; the cling clang on the anvil shouting that a thought is fashioning its own armor in which it shall go forth conquering and to conquer—this is the sublimity of life, this is the divinity of labor, this is the end of education.

“Heads that think and hearts that feel,  
Hands that turn the busy wheel,  
Make our life worth living here,  
On this ever changing sphere;  
Heads to plan what hands shall do,  
Hearts to bear us bravely thru—  
Thinking head and toiling hand  
Are the masters of the land.”

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### THE SHEPHERD.

HOW sweet is the shepherd's sweet lot!  
From the morn to the evening he strays;  
He shall follow his sheep all the day,  
And his tongue shall be fillèd with praise.

For he hears the lambs' innocent call,  
And he hears the ewes' tender reply;  
He is watchful while they are in peace,  
For they know when their shepherd is nigh.

—William Blake in *"The Listening Child."*

## KINDERGARTEN LESSONS FOR MOTHERS.\*

MARION B. B. LANGZETTEL, NEW YORK.

### LESSON III.—THE SECOND GIFT.

"Recognizing the mediatorial character of play and playthings, we shall no longer be indifferent either to the choice, the succession, or the organic connection of the toys we give to children. In those I offer them I shall consider as carefully as possible how the child may in using them unfold his nature freely and yet in accordance with law, and how thru such use he may also learn to apprehend external things correctly and employ them justly."—*"Pedagogics of the Kindergarten," by Froebel.*

A SILVER spoon, a string of spools, and small wooden animals are often selected as toys for very little children. Several indications on the part of a child guide the mother in making this selection. Sound has for him a strong attraction, thus indicating a further development which accompanies his gradually unfolding capacity for speech.



He listens with pleasure to running water, rattling paper, or the clatter of stones and shells. The "ah-goo-goo, ba-ba-ba," and similar baby monologues, are gradually formulated into "da-da, papa, and mamma," as they are repeated and emphasized by the loving parent or nurse. The natural organs of speech are beginning to strengthen in response to a desire to express himself in more definite language.

The child now employs himself more actively, and as his play changes its character his plaything must assume a new form to satisfy this new need. It is by no means unimportant that these subtle changes should be observed, and these new indications provided for by the mother and nurse, that the inner sense of satisfaction may have no interruption, and that his relationships with his nearest surroundings may remain unbroken.

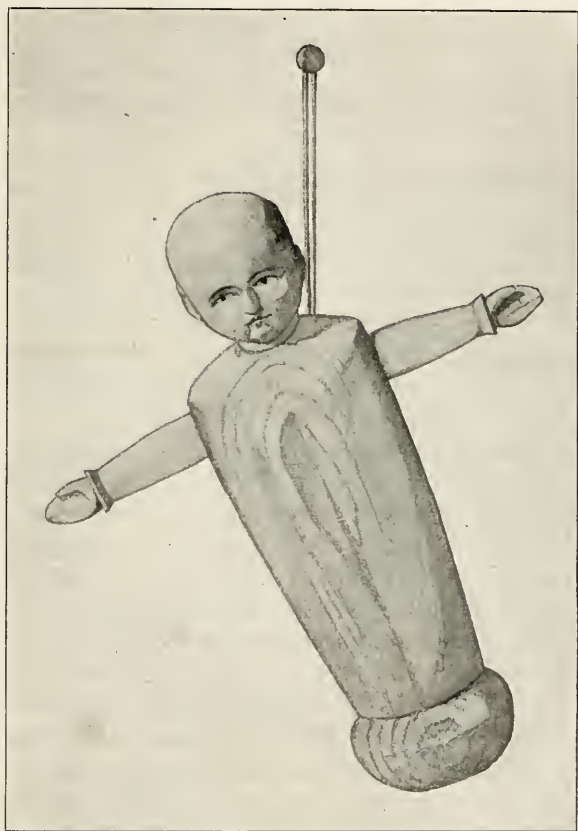
Foraging thru the toy shops in Germany is a delight not soon to be forgotten. Simplicity, durability, domesticity, and productive activity seem to be the ruling characteristics of their wares. Every phase of home, farm, and trade life are there in all kinds and descriptions of toys. Dolls are found which can be

\* Mrs. Langzettel, formerly of Pratt Institute, will contribute this series of articles for beginners, and will answer all questions sent thru the columns of the KINDERGARTEN MAGAZINE.

washed, dressed and undressed; kitchens, stoves, wagons, farm animals and buildings; balls of every kind and description; games of skill, puzzles, and out-of-door paraphernalia are here in abundance and variety. Strange indeed would be the child who could not satisfy any longing in this paradise of childhood.

Among other things I discovered a box of toys which had evidently been

made to satisfy this early period of childhood which we are considering. In this box was a hollow wooden sphere three inches in diameter, filled with tiny pebbles which rattled as it rolled; a wooden doll about six inches high, with a string at the back which, when pulled, moved the arms up and down. The body, cylindrical in shape, was undivided, and ended in a flat circular base which gave great firmness



German Wooden Doll.

when standing. A quaintly carved baby face upon the ball-shaped head gave an expression of childlikeness not often found in children's dolls. The omnipresent soldier boy of Germany was of course not omitted, and carved in wood it completed this set of unbreakable, unpainted, and really delightful toys. These could be dropped, thumped, or soaked without damage to their

dispositions. They were so simple in outline as not to confuse the child's impressions of form, and they were so close to real life that they did not represent an artificial aspect of childhood.

At last I understood more clearly the kind of a doll which Froebel was tempted to select as his second gift to the child, and felt that both should be in the hands of every baby. However, the utmost simplicity of outline being necessary as a salient characteristic of the new playthings (which were to introduce the child into the world of form), demanded a final selection of the wooden sphere, cube, and cylinder, as best answering all requirements.

All objects which come into the range of vision have a limitation in space which determines their form. To fully understand form and master material is to be the artist or artisan, as the spirit wills. The surroundings of the child are full of spherical, cubical, and cylindrical objects. Fruits and vegetables, trees and growing things, crystals and manufactured articles—all begin to arrange themselves in regard to underlying types. To be familiar with these is to simplify and clarify the many impressions received from the multitude of surrounding objects. This question of form, then, becomes one of the motives in determining these second playthings for children. Not only do moving objects attract the child's attention, but he comes gradually to realize that some objects do not move. While his ball runs away at the slightest touch, his box of blocks remains subject to his will. By comparison both moving and stationary objects are revealed more clearly.

The high is high because it is separated from the low, and it gains its degree of height by the scale of distance in comparison with the low. The restless activity of the ball brings into sharp contrast the calm, quiet, self-contained feeling produced by the cube resting upon its face. All things being known by comparison the same law of contrasts holds good in dealing with simple first impressions which every child must receive. That these impressions are received unconsciously does not alter the fact that they may be treated thoughtlessly or attentively; that they may be made stepping-stones out of the unconscious, unformulated feeling of babyhood thru intelligent play and playthings is the desire of all real educators.

The soft woolen ball becomes clearer by comparison with the hard, smooth, noisy sphere—



"Roll over, come back,  
 So merry and free,  
 My little { soft  
                   hard ball,  
                   red  
 Who shares in my glee."

tells in words this story to the child.

Here's a little kitten  
 Running round and round;  
 She has cushions on her feet  
 And scarcely makes a sound.

Here's a little pony  
 Trotting round and round;  
 He has hoofs upon his feet  
 And stamps upon the ground—

sings the mother, as the baby plays first with the soft ball and then with the hard sphere.

It takes little observation to notice the child's enchained attention and joyful expression as these contrasts of loud and soft follow each other in quick succession.

Listen while I let it fall.

Which dropped, the wooden or the woolen ball?—

again delights the child even of older years.

The sphere, cube, cylinder, and cone\* define each other more sharply when used together than apart. Not able to make subtle distinctions, things which are decided opposites give much sharper impressions to the little mind than those which have only slight variations.

With these suggestions in mind the mother can easily and often spontaneously formulate for herself simple plays with this second gift. As connecting links which can both move and rest come the cylinder and cone to complete the scale of form thru which the child may interpret his surroundings.

Repeated experiences in these type forms give the mind a central basis for comparison with other forms, and they also satisfy the child's desire for expression.

Sometimes a little child goes thru a long series of experiments to find that a cube makes a better foundation for building than a round ball or sphere. Many a time and oft does the baby attempt to move his blocks before he realizes that one can only slide while the other freely rolls. To help him clear these experiences the mother playfully says or sings, suiting the words to the action,

Roll, little sphere,  
 Roll on the table;

---

\*Afterwards added.

Roll just as still  
As you are able.

And quickly changing the cube for the sphere, and repeating the same action, she says:

Stand, little cube,  
Stand firm on the table;  
Just try and move,  
If you are able.

Or as one mother evolved in her play:

You need not fear I'll run away,  
For where you put me there I stay;  
But when you push me hard, just so,  
Why then of course I have to go.

Experimenting with the cylinder she gives its uniting characteristic by playing and singing:

Rolling, rolling, there you go,  
Always on your side, I know;  
Coming, coming back to me,  
Up I stand you, one, two, three.

Races between the various forms show how form determines movement. Between the woolen ball and wooden sphere they illustrate the difference in the resistance of various substances.

The overflowing life of the child leads him to impute life to inanimate things. His father's cane becomes to him a real horse because he can make it move. Details of legs, head, and hair become secondary considerations to movement, and are only demanded at a later and more critical period of development. Hence personifying the blocks and letting them speak for themselves adds much of interest to these games.

Experiments in size, weight, texture, density, porosity, and other easily discovered qualities of matter, gradually suggest themselves in later plays. Hiding the various corners, edges, and faces of the cube evolve games of peek-a-boo and hide-and-seek.

Turning the sphere round in the hand or rolling it in a plate shows permanency of form under varying circumstances telling over and over again its story of oneness.

"Turn me, twist me as you will,  
I'm just as round as when I'm still."

Balancing the cube on corners and edges reveals its more complex structure, and may be accompanied by some such words as these:

#### CUBE ON CORNER.

"Now," says the cube, "I think I have shown  
I can't stand on tiptoe all alone."  
"But with a little help," I answer,  
"You can stand on tiptoe like a dancer."

"Oh see how lightly I spin round  
With only one toe on the ground."

CUBE ON EDGE.

"Look at me, look at me,  
Just like a wedge,  
Trying to balance upon one edge.  
But if you don't hold me over I go,  
Noisily down on the table below."

The four forms united in one, and wrapped in a handkerchief, suggest the doll, and can be washed, dressed, and rocked like a real baby. The box, with the long sticks for rollers, furnishes the cradle or carriage, as the imagination dictates.

The various characteristics made familiar thru these plays can be universalized by finding them in other familiar objects; and they, too, can be made to play these same games. Apples, blocks, books, boxes, and corresponding forms, can be found and compared in play. Hard, round, sharp, and other simple descriptive words, can be used to define salient qualities, and so the child may gradually come into possession of his own vocabulary of words.

Lengthening the various axes by using the small sticks which accompany this gift suggests spinning games, and many life forms can be easily constructed. Pumps, hammers, churns, windmills, wagons, and engines are quickly found and eagerly played with. Loading and unloading the forms from the box to the floor by means of the cover utilized as a gangplank, suggests commercial life and interrelationship between trades and countries. The coöperation of many children results in castles, forts, walls, and towers. Eyelets demand strings and scales, horses and carts seem to spring into existence.

"Up a slanting board I go,  
Down I { run } with speed;  
              { slide }  
Up again, now very slow,—  
This is fun indeed."

can almost be sung to the scale, and pictures toboggan slides and sled rides.

And then the magic of the spinning games with the twisted strings. Form after form appears and disappears in rapid succession as the blocks are hung from the various faces, corners, and edges. Surely there is no end to this delightful gift.

Simplicity, repetition, united action, language, clear impressions, and definite expression—all aid the unfolding life to clarify itself by simple perceptions.

## GIBBIE.

FRANCES C. HAYS.

(Adapted from George Macdonald's "Sir Gibbie.")

### PART II.

**T**HIS day was warmer. The spring had come a step nearer, and the dog had been a comfort to him, so Gibbie began to feel at home in his new world and to open his eyes more and more to the beautiful things around him. But I cannot tell you everything that happened in this part of his journey. It is enough to say that he got thru it, tho had he not been so strong and brave and fearless he must have died from cold and hunger. But in one way or another he got all he needed. He was used to being hungry, and so never troubled himself about when he should eat or what he should eat.

Once he found in a hedge the nest of a hen who, for some reason of her own, thought she would rather lay her eggs in a secret place and not in the chicken-house with the other hens. Gibbie had seen eggs in the shop windows and in the markets of the city, and knew that some people ate them tho he had never tasted one. He soon decided that eggs were very good things to eat.

Another time he came upon a girl milking a cow in a shed. He had often seen cows in the city, but had no idea one could get milk from them in such a strange way. So he forgot how hungry he was, and stared with mouth and eyes wide open to see the milk pouring from the cow's udders, as the girl's hands gently coaxed it. When the girl saw his astonished face she laughed so hard that the cow, who happened to be in a cross mood, and, I suppose, thought the girl was laughing at her, kicked out and over went the pail of milk. The floor of the shed was worn into hollows, and when Gibbie saw the milk settling into one of these hollows he threw himself down and drank like a calf. The girl was more troubled in thus finding out how hungry he was than over the loss of the milk, and running to the house came back with two large pieces of bread for him.

So in one way or another food came to Gibbie. Drink he could get from any little stream, or in the hollows where the rain



settled. There were places scattered about everywhere for him to sleep, while if he felt cold he had only to run along briskly or to turn a few somersaults. But at the same time he began to feel a very different kind of hunger; he was hungry to see some people again, for not once since he had left the city had Gibbie had a chance to do anything for anybody, except indeed unfastening the dog's collar, and not to be able to help was to Gibbie like being dead. Everybody, even to the dogs, had been doing for him, giving him food and shelter, and what was to become of him, pray, if he could do nothing for them?

He came one evening to another farmyard, and climbing the hedge he looked about for a night's lodging. The doors and windows of the big barn were closed tight, but under one of the windows he found a round hole which, tho not so large, reminded him of the door to the dog's house. It was the cat's door to the barn, for the cat, you know, takes care of the barn at night and keeps the rats and the mice from eating the good grain kept there for the animals. The hole was a small one, but Gibbie was just able to squeeze thru. Once inside he looked about for a bed. He saw great heaps of brown grass all around, and knew it was what he had seen given to the horses in the city. He climbed up upon a great heap of it and was soon fast asleep in his nest of hay.

Very, very early in the morning, before the sun had waked up, and when the air was all gray around him, Gibbie woke up and felt hungry. The horses were beginning to fidget with their big feet, the cows were lowing from their great throats, and the cocks were crowing as if to call the sleeping farmer and his family to their morning work. Gibbie saw a beautiful white horse in a stall eating some of the stuff he had been lying on. He wished he too could eat it, for he was very hungry; so he tried to chew some of the hay, but it nearly choked him, and made him cough so hard that he wondered how the horses managed to get such dry stuff down their throats. He looked about for something else and saw a row of round cheeses lying on a shelf to ripen. Cheeses always taste better after they have stood for awhile, and are not half so good when they are just made as after they have grown a bit older. Gibbie knew these cheeses well in the shop windows, and knew they were good to eat, tho where they came from and how they were made he did not know. He thought they grew in the

fields like turnips. He had a notion that things in the country belonged to nobody in particular but were mostly for the animals, tho he might enjoy them too, if he liked, without doing any harm. His teeth were strong and sharp, so he tried them on one of the round edges and nibbled away, just as a little mouse would do, till he got thru the rind to the soft part of the cheese. He had no doubt the cheese was there for the horses, and he would like to see the horse in the stall eat a bit of it; but with all his big teeth he did not think the horse could manage a whole cheese, and how to get a piece broken off for him without a hammer he could not imagine. Was there nothing he could do for this beautiful white creature? He filled his rack with hay, but the horse had eaten so much of it already that he would not look at it. Gibbie was disappointed, and said to himself, "What shall I do next? And how can I find a way to help?" With a sigh he turned away, when suddenly he heard voices and knew that the farmer and his men must be coming to the barn. Gibbie's clothes were so ragged, and he looked like such a wretched little beggar, that if the farmer once saw him Gibbie was sure he would order him off the place. There was a ladder leaning against the wall of another building next to the barn and up this ladder Gibbie darted. At the top of the ladder was a window, and thru this he crawled and found himself in a garret over the kitchen. He peeped thru the big cracks in the floor and found he could see everything that was going on in the room beneath. This was what he saw. Jean, the farmer's wife, was doing the morning's work. First she swept the room, then she dusted the bench and the chairs and scoured the table. Then she made the fire and put the water on to boil in a big kettle. When the water was hot she poured it into a pan and washed the supper dishes from the night before. Gibbie watched her with eyes close to the crack. After the dishes were put away on the shelf she put more water on the fire and disappeared into the dairy. Back she came with a jar full of milk which she emptied into a big barrel with a lid, and with a long stick coming out of the top of it. This stick she pulled up and down for a long time and then such a strange thing happened! she took off the lid and emptied the churn, or barrel, as Gibbie called it, and something yellow tumbled out where only white milk had been poured in. When Gibbie saw Jean wash this yellow something, and mould it into certain shapes, he knew it was

butter such as he had tasted now and then on a piece of bread given to him. After the butter was put away and the churn washed, Jean set the table for the men's breakfast and made the coffee and porridge.

As Gibbie lay watching he said to himself, "I really believe, if I tried very hard, I could do all those things that woman is doing, and what a fine chance that would be to help! I'll just slip down there early tomorrow morning before she gets up and surprise her." So all that day he kept out of sight, slept at night in the barn, and even before the cocks began to crow he crept softly around to the kitchen. He did everything he had seen Jean do, and just as neatly as he could. He swept the floor and dusted the chairs and table. Then he roused the fire and was just going to fill the kettle with water when his sharp ears heard steps outside and away he flew. The next morning he got up earlier and did more of the work. He put the kettle on and washed the dishes. Then he thought he would try making butter, and when Jean came down there was her butter made into smooth, round pats, the churn well washed and scalded inside, and everything in its place in the kitchen. She wondered what kind friend had been helping her.

Now if Gibbie had been content with doing these things for Jean he might have stayed longer at the farm. But Snowball, the beautiful white horse, was neighing so one morning in the barn that Gibbie hunted about till he found the bin where the oats were kept and gave her a measure full. Then he thought her coat might look a little cleaner, so he groomed her nicely, and brightened the brass on her harness. And soon the men began to suspect that someone got to the barn ahead of them in the morning, and far from being pleased, as Jean was, they were very angry, for what business had anyone to do their work? Could they not take care of the horses themselves, and keep the harness neat and clean? And who was this strange person anyway? Some said he was a brownie, just a stray brownie who had wandered away from the brownie band that lived upon the mountains, and that no human being could ever catch a glimpse of him for he vanished while people were asleep.

One day Snowball's long, thick mane was found carefully plaited in dozens of tiny braids. Then there was no mistaking it, a brownie must have been there, for who but a brownie or a fairy

could have done such work? But Fergus, the farmer's son, did not believe a brownie had done it. He laughed at the others, and said: "I'll sit up all night and watch for the brownie, and if he is a real brownie I'll catch him. I am a big, strong man and he can't get away from me." So that night Fergus waited until everybody had gone to bed and then slipped down to the kitchen. He put a chair inside of the large closet and sat down to wait for the brownie. He had a book and a candle with him. He opened the book and began to read a story. He read and read, but no brownie came. His candle burned down into the socket. He lighted another and read again. Still no brownie came, and he fell into a doze, but started, wide-awake, thinking he heard a noise. He went to the door and peered out. The night was dark, no moon, no stars. He saw nothing of the brownie. The cows, the horses, the pigs, the hens, the very cats and rats seemed asleep. Not a sound was to be heard. Fergus said aloud: "This is all nonsense. There's no brownie about the place." So he sat down, closed the door, and fell asleep. In the gray of the morning he heard a slight noise in the kitchen. The brownie must have come. He peered out from behind the door and gazed in surprise. The brownie he saw was a different brownie indeed from the one he had expected. There was a tiny, ragged boy, with red-gold curls falling all about his head, and a sweet, happy face like the cherubs in the pictures, dainty little hands and feet coming out from the midst of his rags, deep blue eyes with long lashes, and mischievous smiles dimpling about his mouth. He hustled about the kitchen with his bare feet making everything ready for the breakfast. Suddenly Fergus' chair gave a loud creak, and Gibbie, throwing one merry glance over his shoulder as if to say, "Catch me if you can," darted out of the kitchen and across the barnyard, Fergus at his heels. He was a better runner than Fergus, and gained on him at every step. Down the road he flew, and into the midst of a big clover patch, dancing along over the blossoms "as light as thistledown or dew," and in an instant disappeared beyond the brow of the hill. A little wandering breeze that had met him on the way up carried down to Fergus a ripple of his gay laughter. But poor Fergus, out of breath and weary from his long night's watch, sat down on a stone in the middle of the field, and said to himself with a shake of the head, "Well, well, was that a child or a real brownie?"



## Normal Training Exchange

For Primary Teachers and Kindergartners.

**T**HE term manual training, like the territorial possession of Uncle Sam, is subject to expansion. The following symposium on the subject will indicate the interpretations of several active exponents.

MISS ANNA MURRAY,

director of the Sloyd department in the Kosminski school of Chicago, asks and answers the following pertinent questions in her own characteristic Scandinavian way:

The vital question of today is, What kind of work is to be given the child as a balance to the sedentary work in the schoolroom?

What will interest and develop the child physically and mentally?

In what grade should such work begin?

The development of a healthy body is gained thru the natural stimulus of the mind.

The work given the child must be of interest and diversity.

What kind of constructive work would then be best?

Basket weaving, macramé, and paper folding where no tools but the hands only are used; or pasteboard work, bent-iron work, or weaving where a few tools are used.

Is the natural activity of the child utilized in such kind of work?

Does he, in a sitting position, develop muscle and physical strength, power of expression and animation?

Is the gain enough for the time given?

Look at the children in the first grade, the little girls and boys standing beside each other at the working bench. The sparkling eyes, the happiness and animation that prevail in the classroom must mean something.

Manliness is, as it were, oozing from the little boy. He feels responsibility and delight in being able to make something that will be lasting, of a real value to him; something to give father or mother, a plaything for sister or brother, or something he can use himself.

The child will come and say: "Oh, I made a gunboat." "I made a canoe or tool chest." "I put shelves in the pantry."

What does all this mean?

Have we not struck the right chord?

Is the child not kept out of mischief when busying itself at home?

Are not his dormant powers awakened and his observation alert?

Look at his position—his body is erect, his whole attitude expresses power of execution as he handles the saw, the plane, the hammer and chisel. It is a harmonious coöperation between the functions of the body and the mind, and the result of this is expressed in what he has produced. He does not use one tool until it becomes monotonous. He has to plan and execute, and yet there is enough repetition of the different exercises to make a lasting impression upon the brain.

The wood can be shaped and molded into any form; it is clean, it is refined, it is lasting.

In learning the names of the tools, the measurements, the constructions of the materials, the child does not know that he is getting language, mathematics and natural science, or that in the working drawing he is learning the foundation of geometry. He takes it all in with delight because he will make himself what he has planned. Thus the gain is twofold. And what can be a more significant illustration of the vital interest of the child than such an expression of it as this: The teacher in talking about the decoration of the sloyd room, one of the boys said: "Where is your schoolroom?" "Here," the teacher answered. "Why, no; this is not school."

Were we to carry on school work without any physical activity the future generation would ere long be powerless to execute, to do and carry out their own ideas.

Labor is looked down upon.

Formerly the child helped at home to make implements for the field and the household; nowadays, when machinery is the possessor, our children have no opportunity to observe and do for themselves.

Therefore the sloyd work will be the savior of the generation to come.

Sloyd is not a vital question of the day only, but surely educators will concentrate on this point and perceive that it will stand for the future.

#### MR. ARNOLD H. HEINEMANN,

who is a graduate of the Boston Sloyd Training School, under the direction of Mr. Gustaf Larsson, contributes the following notes which show the convergence of hand and mind training:

Constructive work, manual training, and Froebel education really mean one and the same thing, namely, the principle that real education must be self-education; which means that the edu-

cation of man must be accomplished thru man's self-activity, or, that the individual must develop thru his own creative activity, or, that all development and the acquisition of useful knowledge must depend upon experience. "Man is a creative being," says Froebel. This idea has hardly become a living principle as yet with the majority of kindergartners of the period, in whose management of the little folks dictation and imitation are still monopolizing so much time, that too little opportunity is given for the creative talents or the self-activity of the children to manifest themselves. I visited at a kindergarten class engaged with the third gift. The children had been in attendance from three to six weeks, and the teacher had had all the advantages of one of the best kindergarten normal schools of the country. She told the class to halve the cube. Some did so rapidly, but some hesitated and did not obey the order until they had seen that their comrades did it. What was the cause of the hesitation? The children had done the same thing before. Nevertheless they did not clearly perceive what was to be done. How could the matter be rendered intelligible to them? I thought it could be done by leading them to actually divide the cube into its aliquot parts. I suggested that some of the older pupils should cut out knives of pasteboard and that the little ones should actually cut up the large cube into halves, quarters, and eighths. They delighted in the work and soon everyone of them seemed to have a perfect conception of the relations between the whole cube and its parts.

It was the principle of self-activity and actual experience carried out practically. Hitherto the factory had done the actual work of dividing the cube for the children, depriving them of the necessary actual experience. However often the halves, quarters, and eighths had been named for and by the children, neither the hearing nor the speaking of the words, nor even the handling of the ready-made objects had succeeded in imparting the living conceptions. The impressions produced by the actual manual work, that is, the information provided by the muscular sense, were needed to perfect the end of education in this case.

Manual training may mean either the training of the hand or training thru the hand. Any training of the hand will be equivalent to a mediocre course of apprenticeship under a common practical tradesman. Training thru the hand intends to lay the foundation for the education of the whole man, both physically, mentally, and morally, by means of the designing activity, that is, the conscious activity of the senses and muscles. The latter is what the school ought to do, but the former is what is at present being done at a great many schools. Essential as manual dexterity is for the teacher, it is not the only thing requisite. The cleverest tradesmen are often the least qualified to educate youth even so far only as a special trade may require, leaving the

profounder problems of a general education entirely out of the question. In the old country they consider a summer school course of six weeks sufficient to equip a teacher with manual dexterity enough for teaching manual work for the coming year, and three courses of the same length of time in three successive years sufficient to train a manual training teacher for good. These courses are intended for teachers only, the supposition being that those who attend them are good teachers, and lack nothing but the manual dexterity. But nobody there would even think of appointing a clever tradesman to a teacher's office, a thoro pedagogical training being considered a condition absolutely necessary for such a position.

In training pupils thru the hand, a good teacher will see that the coöperation between head and hand, that is, between brain and muscles, is never interrupted. This coöperation is sustained by the senses, chiefly the eye, and to keep the eye steadily to its work the eye-brain must be possessed of a clear idea of the object to be made by the hand. This presupposes that the pupil knows exactly what thing he is engaged in making. He must know perfectly every single part of the object he has to finish in order to be able to make every part correct from the start. No pupil can be expected to do all this satisfactorily from the beginning, but he must be led there step by step. He must learn to study his object thoroly before starting to make it, and must prove his knowledge by making a drawing of it which must be entirely correct. Drawings ought to be copied by beginners only. Advanced pupils must be able to make them from the model.

Manual training is the salvation of the "dunce." There are those among our school children whom the A-B-C teacher will pronounce irredeemable thickskulls. Thomas Chatterton, the phenomenon, who has been called the greatest prodigy in literature, was pronounced an irredeemable dunce by his school-teacher. He was utterly unable to learn the A, B, C as it was taught by his teacher. But when he chanced to obtain a black-letter Bible the queer, artistic figures impressed him so powerfully that he mastered the whole alphabet in a day, so his biographers say. Until that day the boy's brain had lain dormant. Those peculiar figures struck his eyes like a revelation and awakened all his wonderful genius to active life in a moment. He was an exceptional being, of course, but there are a great many people to a limited extent similarly gifted. Their ear-brains and eye-brains seem to be exceedingly indifferent and slow, but their motor brain is active. They may be very little able to learn to read by either sight or hearing, but the impressions of their muscular sense will awaken quicker responses in their brains. Such pupils ought not to be taught by books when young, but be sent to the manual training room only. After their manual work shall have awakened their general sensory sufficiently, they will do better in book



studies and may make up in later years for what they failed to learn of the three "R's" in earlier times.

I have advised some manual training teachers to select the best pupils in their rooms and appoint them pupil-teachers to help in instructing the classes. One of them said his best pupil was very backward in all his other class studies, and asked if I considered it advisable to place the boy in such a position of honor. There was a clear case of a dunce with a very enviable talent for manual work. My advice was, of course, to advance the boy to the honorary position without hesitation, and I hope that manual training may prove to be his salvation.

#### THE WILMETTE (ILL.) PUBLIC SCHOOL,

under Principal E. Logie, has the reputation of being one of the western schools in which an acceptable correlation of the course of study has been accomplished. The constructive work does not form a course in itself, but is made incidental to the other branches of study, and this for two reasons: first, Mr. Logie will introduce no such subject unless it be definitely related to the topic on hand; and, second, the demands of the present public school curriculum allow no time for specialization in this particular. A lesson given in the fourth grade well illustrates the method pursued in this wide-awake school. The class is using for supplementary reading Godolfin's abridgment of Robinson Crusoe. In connection with it different members of the class, two at a time, worked at the sand-table, first making Robinson's hill of stones, sand, and loam, then a miniature cave; later, two girls, who had but vague concepts, failed in making the proper trench and palisade, at least so judged their classmates, and the reconstruction theory was left for a later lesson; but meanwhile the children named the various things yet to be made, including the post upon which was recorded the passing of the days; Crusoe's chair and table, his canoe, and other necessities.

B. J.

#### SAMUEL T. DUTTON

writes as follows in the readable volume just published over his name, entitled, "Social Phase of Education":

It is a significant fact that in the adaptation of manual training to the needs of our common schools the lines generally pursued are those expressed in the fundamental needs of mankind, namely, for food, clothing, and shelter. The school kitchen, with its studious attention to hygiene and nutrition; the sewing school, with its lessons in care, thrift, neatness, and economy, and the workshop, with its training in deftness of hand and practical adaptation of means to ends—all these are exceedingly social, not only because they touch the elemental wants of mankind, but because they connect the school and the home, create a close sym-

pathy between parents, teachers, and pupils, and tend to level up whole communities where the less fortunate reside. Our high schools have undergone considerable criticism; not that they have taught Latin, Greek, and mathematics, but that they have been too slow to see the immense possibilities connected with studies in science, and the manual and domestic arts. I am not in favor of making the high school a trade school, or even a technical school, but let us get rid of any fear we may have of studies because they possess the elements of utility. It is utility that gives all subjects their highest value. There should be nothing in our schools that is not strongly marked with the element of utility. It is this principle that does away with the distinction between the vocational aim and the culture aim. I do not mean, of course, such utility as can be transmuted into money or bonds, but rather such as enlarges personality, gives poise, breadth, and steadiness, and fits one to live more efficiently and helpfully day by day. All true culture makes one a better man or woman, and renders him more serviceable. Likewise, these studies which, by their direct connection with the activities of everyday life, seem to lead out toward vocation, have in them the potential germs of mental, moral, and æsthetic culture.

#### INDUSTRIAL TRAINING THE ONLY CURE

for Negro, American Indian, and Boston bad boys, is announced in recent publications, as follows:

Booker T. Washington, Tuskegee, Ala.: "No race can ever rise very high that has not a firm foundation in industry, that is not in a large measure intelligent producers, that does not twine itself about the rest of mankind thru business and commerce."

Estelle Reel, United States superintendent of Indian schools, in her annual report, says that all the teachers among the Indians agree that the solution of the problem of Indian education lies in industrial training. The studies that will enable the Indian lad to earn an honest dollar by manual labor are what he needs. Into the world in which literary culture counts he will not be cast; he is for generations destined to stock-raising, farming and similar pursuits. He has artistic capacity of no slight merit, and it should be enlarged.

M. L. Brown, of the George Putnam school of Boston, writes of her "bad boy John," and what is to be done with him, as follows:

Is there no saving grace about John? Oh, yes! John is very helpful by nature and has strong, restless, active hands. Watch his face when he has finished a job of hard board cleaning, and

stands perspiring and tired, but proud to hear my "Well done, John." His real school happiness has reached its climax when he has tugged and cleaned boxes and clay jars that he knows are heavy for me to handle.

Manual work, beginning now, would be John's salvation. In that far-off Utopia, toward which we look, and which would be Protean in its shapes to suit us all, I shall have an ideal manual training class for John and his brethren. Therein the three R's shall be incidental, not ends to be gained. John's hands shall be trained, and young as he is, he shall begin to learn a trade. John will soon find himself interested in *real* work; will realize it is preparation for that state of manhood where he can earn money, which is what he wants to do; and when in the stages of this preparation it becomes needful for him to learn to read, write, etc., he will be willing to try hard, because he sees the reason of his learning. That is what I would do with John. I wonder what would happen to my theory if it should become practice?

"The cure for hoodlumism is manual training, and an industrial condition that will give the boy or girl work—congenial work—a fair wage, and a share in the honors of making things. Salvation lies in the Froebel methods carried into manhood. You encourage the man in well-doing by taking the things he makes, the product of hand and brain, and pay him for them; supply a practical, worthy ideal and your hoodlum spirit is gone, and gone forever. You have awakened the man to a higher life, the life of art and usefulness; you have bound him to his race and made him brother to his kind. The world is larger for him, he is doing something, doing something useful; making things that people want.

"All success consists in this: you are doing something for somebody, benefiting humanity, and the feeling of success comes from the consciousness of this.

"Interest a person in useful employment and you are transforming chaos into cosmos.—*The Philistine for October.*

"Blessed is the man who has found his work"

Thrice blessed is the boy whose parents find work for him.

A few years ago, in a small village in Pennsylvania, I found a manual training department of the public schools instituted and supported by men of the village, most of whom had no sons to be benefited by it. I asked, "Why do you do this? Why do you put your money into that which does not benefit you personally."

"Oh," said they, "you are mistaken. It does benefit us. Aside from the fact that it is a paying business to invest in manliness, we find that this manual training school is of material benefit to us. It increases the value of property. We get better rents. We can sell land at a higher price. Men have learned that this is a good place for their boys. They have become interested in

doing something. The boys have workshops at home. They are making things. In the winter, perhaps, they are building boats for summer use; in the summer they are making sleds for winter. There is now very little loafing in the streets, the boys are too busy. Many of them are earning money out of school hours by helping the carpenters, and the boy who wants to be idle finds little companionship."

This is a practical illustration of the Philistine's assertion: "Manual labor is the cure of hoodlumism."—*New Crusade for November*.

Of interest to those connected in any way with prosaic, unromantic manual training, is the statement made by Prof. J. R. Angell in a recent address to the Chicago Kindergarten Club, to the effect that *manual training is an important factor in the education of the imagination*. This elicited a cheerful response from many in the audience. He said, also, that the imagination of children seldom needs stimulation, but direction rather. What is required is the *teacher's* instinct, the ability to apply principles. "Imagination is unreal only as it is unrealized," was another pregnant sentence, as also, "training the imagination means the training of the whole mental life."

#### SNOW DAYS.

OH, the children love the snow, and they never grumble over it!

Old Winter snaps, but in their wraps they toss and tumble over it.

In a laughing, jolly jumble,  
Thru a snowdrift first they stumble;  
Then a snow-man, like a dough-man  
(Tho he really looks like no man),  
They freeze stiff as any Roman,  
Ere he has a chance to crumble.  
So, hallo! who loves the snow,  
Let him out a-playing go!

On the road it makes a cushion so the wheels can't rattle over it;

But all the boys in merry whirls they romp and battle over it;

Then the girls, both high and humble,  
Bring their sleds without a grumble,  
And a-coasting, cheeks a-roasting,  
Everyone of speed a-boasting,  
Down the hill they all go coasting,  
With a jounce and bounce and tumble,  
So, hallo! who loves the snow,  
Let him out a-playing go!

—*Martha Burr Banks*.



## FRESH BOOKS AND FRESH INSPIRATIONS.

"THE LISTENING CHILD"—EDUCATION OF CHILDREN—TALKS ON  
PSYCHOLOGY—JESS, BITS OF WAYSIDE GOSPEL.

"**T**HE LISTENING CHILD," by Lucy Thacher, is a compilation from the stores of English verse for the youngest readers and hearers. Published by Macmillan & Co. Price \$1.50.

Every poem in this collection is by a master. Not one was written for a child-audience; but so discriminating has been the selection that there is not one which is beyond the *feeling* of even a very young child. All of the great poets are represented from Shakespeare's time to our own. Isn't this a lovely bit from Swinburne:

### BABY'S FEET.

A baby's feet, like sea-shells pink,  
Might tempt, should heaven see meet,  
An angel's lips to kiss, we think,  
A baby's feet.

Like rose-hued sea-flowers toward the heat  
They stretch, and spread and wink  
Their ten soft buds that part and meet.

No flower-bells that expand and shrink  
Gleam half so heavenly sweet  
As shine on life's untrodden brink  
A baby's feet.

Here is an epitaph on a Robin Redbreast by Samuel Rogers:

Tread lightly here, for here, 'tis said,  
When piping winds are hush'd around  
A small note wakes from underground,  
Where now his tiny bones are laid.

No more in lone or leafless groves,  
With ruffled wing and faded breast,  
His friendless, homeless spirit roves;  
Gone to the world where birds are blest!

Where never cat glides o'er the green,  
Or schoolboy's giant form is seen;  
But love and joy and smiling spring  
Inspire their little souls to sing.

Here is a poem that dates back to the seventeenth century.

THE HUNTED SQUIRREL.

Then as a nimble squirrel from the wood,  
 Ranging the hedges for his filbert-food,  
 Sits pertly on a bough his brown nuts cracking,  
 And from the shell the sweet white kernel taking,  
 Till, with their crooks and bags a sort of boys,  
 To share with him, come with so big a noise  
 That he is forced to leave a nut nigh broke,  
 And for his life leap to a neighbor oak;  
 Thence to a beech, thence to a row of ashes;  
 Whilst thru the quagmires and red water 'plashes  
 The boys run dabbling thru thick and thin.  
 One tears his hose; another breaks his shin;  
 This, torn and tattered, hath with much ado  
 Got by the briers, and that hath lost his shoe;  
 This drops his band; that, headling falls for haste;  
 Another cries behind for being last.  
 With sticks and stones, and many a sounding hollow,  
 The little fool with no small sport they follow;  
 Whilst he from tree to tree, from spray to spray,  
 Gets to the wood and hides him in his dray.

The "short talk to children about poetry" which prefaces the collection of poems is unexcelled for simplicity and subtle charm. It is a song in itself, so melodiously does it bear us along, and fulfill the attractive title of the volume.

Montaigne's "Education of Children," selected, translated, and annotated by T. E. Rector. Appleton & Co. Price \$1.

Mr. Rector has rendered a great service to English pedagogy in putting Montaigne's thoughts on education into such convenient and practical form. The translation makes delightful reading, easy and informal; as we read it is difficult to realize that the wise writer lived four hundred years before our day.

The following paragraphs indicate the idealistic trend of Monsieur Montaigne:

The steps we take in walking to and fro in a gallery, tho they are three times as many do not weary us so much as those we take in a formal journey; so our lessons occurring as it were accidentally, without any set obligation of time or place, and falling in naturally with every action, will be learned as a pleasure, not as a task. . . . It is not the mind, it is not the body we are training; it is the man, and we must not divide him into two parts.

How much more respectable it would be to see our class-

rooms strewn with green boughs and flowers than with bloody birch rods. Were it left to my ordering I should paint the school with pictures of joy and gladness, Flora and the Graces, as the philosopher Speusippus did his. Where their profit is there also should be their pleasure.

A boy should not so much memorize his lesson as practice it. Let him repeat it in his actions.

Why should parents and teachers be allowed to whip children in their anger? It is then no longer correction, but revenge. Punishment is instead of medicine to our children, and would we tolerate a physician who was enraged at his patient?

First learn how to choose, then how to apply. Philosophy has discourses equally proper for children and old age. Taught in the proper manner they are more easily understood than one of Boccaccio's tales. A child first weaned is more capable of learning them than of learning to read and write.

It is curious to see how this declaimer against pedantry and book-learning continually illustrates his arguments by quotations from the ancient classics. Nevertheless, the world at large has not yet caught up to the ideals of his farsighted vision, and it is well to be reminded how slowly high ideas develop, that we do not grow discouraged over delays of the present reform movements.

The volume is a model as a reference book. A valuable preface by W. T. Harris informs the reader as to Montaigne's real relation to his own times and to ours as an educational reformer. A topical analysis, a biographical and critical introduction by the author, a list of some modern educational ideas anticipated by Montaigne, and many notes concluded by a full index, make it an unusually easy book in which to burrow for a particular statement or fact.

"Talks to Teachers on Psychology and to Students on Some of Life's Ideals," by William James. Publisher, Henry Holt & Co., New York.

One reads this valuable book with a sense of personal gratitude toward its author, so full is it of practical yet inspiring suggestion. As stated in the preface, he has carefully omitted analytical technicalities, his main desire being to make the teachers to whom they are addressed "conceive and, if possible, reproduce sympathetically in their imagination the mental life of their pupil as the sort of active unity which he himself feels it to be." Accordingly the talks are informal, simple, strong, and to the

point, abounding in happy illustration. In the chapter on the "Will" he calls attention to the relative values of negative and positive inhibition:

See to it now, I beg of you, that you make freemen of your pupils by habituating them to act, whenever possible, under the notion of a good. Get them habitually to tell the truth, not so much thru showing them the wickedness of lying as by arousing their enthusiasm for honor and veracity. Wean them from their native cruelty by imparting to them some of your own positive sympathy with an animal's inner springs of joy. And in the lessons which you may be legally obliged to conduct upon the bad effects of alcohol, lay less stress than the books do on the drunkard's stomach, kidneys, nerves, and social miseries, and more on the blessings of having an organism kept in lifelong possession of its full youthful elasticity by a sweet, sound blend, to which stimulants and narcotics are unknown, and to which the morning sun and air and dew will daily come as sufficiently powerful intoxicants.

Good Froebellian doctrine is this.

Professor James' tacit assumption that teacher and pupil are necessarily sworn foes we must dispute, preferring d'Amicis' view, which pictures the world as the battlefield, and the pupil as the soldier working *with* the teacher to maintain and advance human civilization.

The natural instincts of curiosity, imitation, emulation, ambition, pugnacity, ownership, and constructiveness, are accorded their proportionate place by Mr. James, who has also a suggestive word on the transitoriness of instincts.

The Talks to Students comprise three lectures: "The Gospel of Relaxation," "On a Certain Blindness in Human Beings," and "What Makes Life Significant." The first will be as a fountain of perpetual youth to all who read and live up to its timely suggestions. He attributes the over-tension of American life, as expressed in restless action and plaintive, unpleasing voice, neither to climate, rapid living, nor hard work, but largely to *bad habit* based on wrong ideals. But habit is a conquerable foe, therefore there is hope for us both as individuals and as a nation.

"Education by Development," translated from Froebel by Josephine Jarvis, comes from the house of Appleton. Price \$1.50.

With this volume the closing year of the century gives us the last important work of Froebel that remained to be translated. It is a continuation of "Pedagogics of the Kindergarten," and its



first chapter is a further elucidation of the principles underlying "How Lina Learned to Read." In this he recurs again and again to his idea of the *Gliedganzen*, so that, touched upon in many ways, it grows quite clear and definite, and we realize how much his whole philosophy depends upon it; an idea which the world at large is just beginning to grasp, but which is destined to revolutionize society thru education into a much higher form than it now assumes.

Froebel is not the easiest reading in the world, but those who know him thru past study are well assured that rich finds await the faithful delver in these fields. The various *occupations* are here described and their theory expounded, tho not as fully as are the *gifts* in the previous volume. One important chapter treats very suggestively of children's gardens in the kindergarten. The contents include also an address delivered by Froebel before the Queen of Saxony in 1839, and a plan for a training school of kindergarteners.

"Jess, Bits of Wayside Gospel," by Jenkin Lloyd Jones. Macmillan & Co. Price \$1.50.

Whether is greater the wand of a Circe that turns men into brutes, or that of a Kipling or Thomson that transforms for us the world of animals into something higher than we had dreamed? But magical as is the pen of both of these writers, neither one has done for us quite the service which this latest book of Mr. Jones' accomplishes. Here we see realized the possibilities of a genuine, sympathetic *companionship* between horse and man; a subtle understanding which has never been more exquisitely portrayed, and which creates the desire to be ourselves worthy such friendship and confidence from our four-footed friends. The book is full of ozone. It has a freshness, a bracing power that breathes of the open air, and our one regret is that we did not have it at the beginning rather than the end of vacation, for it has opened the eyes anew to the spiritual values of the wayside. Here are some of the texts on which he builds his gospel: "A Dinner of Herbs"; a "Quest for the Unattainable"; the "River of Life"; the "Religion of the Bird's Nest"; the "Uplands of the Spirit," etc.

He who puts his ear close to the bosom of Mother Nature, and listens to the simple runes of the insects, or studies the circulation in the fern frond, will in due time hear the approaching

tramp of the human army that makes for civilization and peace. The fine sense there developed will help solve the perplexities of the state.

Speaking of a pine-tree, "we wonder how it lives up there where everything is dry, barfen, and blistered; but the river knows and the tree knows. The river says: 'It is easy for me to reach up to it when the root reaches down to me;' and the pine says: 'It is easy to live only so I can strike one root into the water level of the river.'"

Charles Stuart Pratt has recently edited (?) the autobiography of "Buz-Buz," and we feel very grateful to him for so doing. "Buz-Buz" is a house fly who is a born traveler and of a curious and investigating turn of mind. The little five-year-old will follow with rapt attention the history of his tiny, but thrilling adventures, and will laugh over his sage observations. His valuable pen informs us that "the bad thing about milk is, you can't walk on it—no, not even with six legs. You can't fly in it either, and you can't fly out of it." We learn also that "the Boy" could make more noise than the Man and the Lady and the Grandma. "I had heard him do it often." Lothrop & Co. are the publishers. Price 75 cents.

"Bringing Up Boys," a study by Kate Upson Clark, is a little book containing many thoughtful suggestions and gentle reminders for parents. It will be valued by those interested in mothers' meetings, offering a solution of many of the questions sure to arise on such occasions. It discusses the subject from the standpoint of broad experience and sympathetic insight.

Published by T. Y. Crowell. Price 50 cents.

Notwithstanding certain slurs cast on New York city schools and teachers by recent critics, the city of Mannahatta "do move," and we refer such judges to the November number of the *Atlantic Monthly*, where Jacob Riis gives some idea of the exceptional difficulties which confront New York's school board and the progress made and making within the last five years. The article is called "Justice for the Boy."

"The One Stitch Dropped," by Mary E. Dunham. Published by the Columbia Book Co., Philadelphia. Price 50 cents.

Those engaged in training young children in the good, old-fashioned art of sewing will find many original suggestions in this little book. Each child has a dolly for which a series of



CHRIST-CHILD.—Murillo.





garments are made, first in paper, later in more durable material. Facility in the correct holding of tools is ensured by musical drills, and "full round-arm movements precede all stitch-making" to secure freedom of motion. Those who have followed its suggestions are glad to recommend it. It is so planned as to connect naturally and easily with the child's previous kindergarten experience. At the author's request the proceeds of her book will be used to further the Friedrich Froebel Haus memorial, referred to on page 107 of the October KINDERGARTEN MAGAZINE.

Macmillan's recent publication, "Tales of Languedoc," is one of the latest additions to the ever-growing library of traditional stories. They are rendered into spirited, idiomatic English by Samuel Jacques Brun, who claims them as a kind of birthright. One of them the kindergartner will be glad to place upon her list of stories to be told to children. It is "How Anglas Became a Marquis; or, The Story of the Ducks, the Ants, and the Flies."

"Wabeno, the Magician," by Mabel Osgood Wright. Published by Macmillan. Price \$1.50. Illustrated.

So skillfully are the truths of fact and of imagination woven together in this charming story that one comes to believe that there are such things as magic spectacles, and we thank Mrs. Wright for giving us lessons in the language of bird, dog, frog, and crab. She certainly draws us very near to "Heart of Nature." The children will read the book with interest wherever good St. Nick may decide to leave it.

"The Kindergarten in a Nutshell," by Nora A. Smith. Published by Doubleday & McClure. Price 50 cents; leather \$1.

This little book is indeed a boon to those interested in the propagation of the kindergarten. The name of its author is a guarantee of its literary quality. We cannot do better than quote from the publishers:

"This little book tells completely and exactly what the kindergarten is; all its methods are described, and many instructions and suggestions are given for adapting the kindergarten idea to the home, the village, or the community."

We quote again from the author's preface:

"The title of the manual, 'The Kindergarten in a Nutshell,' may seem an arrogant one to those who believe, as indeed the author does, that a lifetime of study is not enough for the understanding of Froebel's philosophy. One would say, on first thought, that to condense such infinite riches in so little room would be a task for him who packed Pandora's box or compressed the Arabian génie into the bottle; but on second thought one would see, perhaps, that all a nut need hold is the life-principle."

## POETRY AND POWER OF ONE PAIR OF HANDS.

BERTHA JOHNSTON.

WHEN about ten years old I read in *St. Nicholas* a beautiful story called "Folded Hands," the main outlines of



FOLDED HANDS, BY DÜRER.

From "Life of Dürer," 160 of Great Artist Series. Used by permission of the Educational Publishing Company, Boston.

which have never been forgotten. No picture accompanied the text, and it has been a matter of great wonder to me that the

impression of those famous hands has remained undimmed for over twenty years. Recently a pamphlet on Dürer came under my notice, which contained the accompanying reproduction of his "Praying Hands," which I saw for the first time. The story was in this wise:

Albrecht Dürer, Nuremberg's great artist, competed for a prize with his boyhood's friend, Hans —. Dürer was adjudged the winner. Acknowledging the justice of the decision, love and admiration for his successful friend struggled with the consciousness of defeated aspirations in the younger man's heart. Unconsciously his hands met, with the fervent, unspoken prayer that he might be worthy and *willing* to take a second place, "*In honor preferring one another.*" The master's eye read the beautiful story, and with the command that the friend should keep his position, he rapidly made the sketch, which has ever since been the wonder of the world of artists. Exquisite indeed in their own construction, and unlimited in potential constructive power are the human hands, but to the eye of the seer they are also a revealer of the soul.

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## DECEMBER.

(Verses written for a child.)

WHEN every stocking was stuffed with dolls and balls and  
rings;  
Whistles and tops and dogs, (of all conceivable things!)  
Old Kriss Kringle looked round, and saw, on the elm-  
tree bough,  
High hung, an oriole's nest, lonely and empty now.  
"Quite like a stocking," he laughed, "pinned up there on  
the tree!  
I didn't suppose the birds expected a present from me!"  
Then Old Kriss Kringle, who loves a joke as well as the  
best,  
Dropped a handful of flakes in the oriole's empty nest.

—Thomas Bailey Aldrich.

## CONSTRUCTIVE WORK IN THE ELEMENTARY SCHOOLS \*

MISS GERTRUDE E. ENGLISH, PRINCIPAL OF THE FARREN SCHOOL,  
CHICAGO, ILL.

I N the schoolroom some children find a means of expression in drawing. Especially is this true since color has been used so freely in the elementary schools. Dramatic representation is an outlet which appeals to a large number. Much might be said in regard to improvement in oral and written language, our main dependence for expression; music may be made an ideal channel from the heart to the listener. But handwork, begun in the kindergarten with so much joy, and resumed in the manual training classes, is frequently neglected in the elementary schools, the teachers in which cannot afford to miss so potent an aid. The image secured by the pupil must be objectified for comparison, and correction if necessary. Objectification in words only creates a habit of adopting the teacher's expression, which screens the poverty of the image and precludes the possibility of genuine criticism and consequent growth. Teachers who secure genuine expression in the composition class are first to welcome handwork. They realize that one cannot unwittingly deceive himself when the image, true or faulty, stands before the class, as may occur when the child is glib in repeating set phrases. Moreover, contact with materials develops nerves and muscles; it stimulates the worker to his utmost exertion; it produces in him a satisfaction that leads to a charming unrest. The resultant paths, being added to the ordinary ones, must give the organism a firmer grasp of its material and result in a more certain recall of the image.

Society, in a blind way, demands some hand-training for our youth. With the rise of modern conditions in the industrial world, the opportunities for hand-training which were enjoyed by the forefathers have receded beyond our grasp. Still, the specialist and the inventor occupy high places among us. How shall we put such of our children as have the ability in the way of occupying these places? Surely not by permitting a dormant stage to intervene between the kindergarten and the manual training

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\*Read before the Department of Elementary Education of N. E. A. at Los Angeles.



or technical school age. The elementary school can offer no adequate excuse for neglecting the opportunity to direct a part of the abundant physical ability into the line of free manual training. This free work should follow closely upon the steps of the work encouraged in the kindergarten; it should reach out into all the lines beneficial to the middle-grade children; it should overflow into the grammar grades and gradually diminish as the muscles grow sufficiently strong and the nerves sufficiently steady to permit the pupil to undertake the more closely directed work of the manual training department. It should give the kindergarten a note of freedom by discouraging set patterns marked by fine stencil outline; it should inspire the manual training people to leave something to the individuality of each member of a class. Many a child fails in manual training because he is not ready for the necessary analysis; he has no idea of accuracy of measurement nor of the necessity for such accuracy.

In free constructive work the teacher should present wholes rather than parts. After the object has been presented and its uses pictured out, the class should be left to develop its own expressions, which should not be expected to conform to a model. The faulty expressions are frequently of greatest value. Through them the young unconsciously give us the true state of mind in which they exist; happy the teacher who can suggest the correction without wounding or causing self-consciousness. The true measure of a teacher's ability is the power to promote growth, to give to the hungry little ones the food that they can digest. The realization that this is the standard will free the teachers from the fear of permitting a mistake to appear in public.

As in all school work, so in constructive work the interests of the child should be consulted. Strict formulation into a course of study will kill it. It must be free, as must be the child's hands; it must shift with his changing interests; it cannot be the same in all cities, nor in all quarters of one great city. The inventive and original teacher can here find scope for her talents, for the heavy hand of over-direction must not be laid upon her. Its spirit of freedom, its sympathetic relations with the child, its illumination of all school work, place construction in an important position. A class reading of primitive man may wish to construct a cave, stone implements, a mill. Hiawatha's admirers run riot among wigwams, canoes, moccasins, deerskin coats, bows and ar-

rows. Children interested in Greek myths love to dramatize the stories. Classes in geography interest themselves in a knowledge of the textiles of a country to the extent of spinning and weaving. A loom is readily constructed, warp and woof distinguished, plaids, stripes, and twilled effects produced. A rug after the pattern of our grandmothers' rag carpets, and composed of contributions from all the members of the class, fits the floor of the log hut made of twigs as an illustration of the habitations of the early settlers. Sod houses, dugouts, and adobé habitations would interest many children whom I know. Carpenter's "Asia" gave one class the impetus to make the jinricksha, the Chinese wheelbarrow, the street lamp, the counting machine. The appearance of a pretty white flag bearing upon its face a scarlet circle led to the revelation that some of our enterprising children had been calling upon one of the foreign consuls. The algebraic theorems bring objective work in both two and three dimensions.

Frequently an occasion or a holiday gives the note for the work. The presentation of "Ivanhoe" or "The Merchant of Venice" creates a demand for costumes, scenery, and accessories, the meeting of which furnishes scope for research and invention. A patriotic celebration may lead the older children to make ten-foot or twelve-foot flags of good bunting, the younger ones to make small flags or paper frames for the pictures of the heroes. Magazine pictures make dainty passe-partouts for Christmas or birthday gifts; a turkey cover for the Thanksgiving composition vies for favor with the cover made to represent a pumpkin; hearts come out for valentines and curious calendars for New Year's Day. The sight of a set of books whose dresses were worn out made one class hasten to cover them in a substantial board covered with attractive paper. After good magazine pictures had been mounted, a portfolio was made for their protection. When the children desired to preserve their compositions, and the accompanying reproductions from the masters, they made their books. Linen covers, daintily ornamented, add to the value and lead to the preservation and subsequent rereading of the cheap pamphlets in which so much good literature is now available. Illustrations pasted in do much to help this interest. A small paper pocket pasted on the inner side of any book cover reminds the reader to collect scraps of information bearing on the subject of which the book treats.

At the risk of being monotonous I repeat: no perfect, finished product should be expected; two schools, nay, two rooms, two individuals, should not be required to make the same object in exactly the same way; a teacher should not settle upon doing the same work with the same grade for two successive years. Accuracy should be approximated as the children grow older; use and interest should be the twin guiding stars in selecting from so rich a field.

Teachers frequently feel that the large numbers of pupils assigned to a room, together with the difficulty in securing implements and materials, stands in the way of such work as I advocate. I am convinced that the introduction of material into the schoolroom will operate to the advantage of both child and teacher in reducing the number assigned to each teacher. Neither kindergartner nor manual training teacher will attempt to direct sixty children at one time. Why should the grade teacher be compelled to crush out all individuality by attempting what the specialists are wise enough to declare impossible? Some expenditure for tools is inevitable, but the money is well spent. The children should be encouraged to bring some implements from home, and to utilize material often thrown away. Some geography classes have macerated refuse paper and produced a creditable array of papier-maché maps. Old magazines furnish the material thru which the little folks gain control over the blunt scissors. After this they may cut animals, people, Hiawatha with all his trappings, from brown paper upon which lessons have already appeared. Neatness should be inculcated by requiring each child to care for his own scraps. Small children love to model in clay, and some of them bake the products and even ornament them in color. Most of the work should become the property of the child who made the articles. His envelope is needed for his pictures, his fiber or paper basket holds his pebbles, his bag holds his marbles, his purely imaginative work may occupy the place of honor in the home and bind the hearts of his parents to the teacher who has taken such interest in the child. In the upper grades wonderful stained glass effects are produced by pasting bits of colored tissue paper over a cardboard framework cut out to resemble a cathedral window. In connection with English history some classes have produced models of the great English minsters.

After the little child has learned to handle the scissors, a box

is a good object for him to make; he marks off and cuts out a square inch from each corner of an oblong piece of cardboard, turns the projecting pieces up and pastes them together. This foundation, varied in size and shape, and covered with suitable paper, forms tray, box, or cover. The making of the clock face is a valuable exercise. The child attempts to cut the circle and finds the resulting form not round. Show him how to make a circle-marker and let him make circles two inches in diameter, four inches in diameter, one-inch and three-inch circles. After marking his clock face and contriving hands, he can practice all the arithmetic which can be expressed with numbers to sixty. The ambitious may make an ornamental mounting for the clock face.

The danger in grading the constructive work rigidly is great. Several grades may be interested in a line of work at the same time, the older children making looms and the younger ones using them. Frequent readjustments and wise correlation are necessary. A triple alliance with the kindergarten and the manual training department should be the aim of those interested in the promotion of handwork. In comparatively few schools is there an equipment for sloyd; the older children are favored more generally by arrangements for manual training. I would appeal to all teachers of handwork to keep in mind the great gulf which yawns in many communities after the child leaves the kindergarten and before he reaches the manual training grades, and to join with the grade teachers in bridging it. Willing as may be the individual teacher of handwork to meet the grade teacher and give the pupils what they really need, the manual training course often widens the gulf. I would suggest that a more careful consideration of the physical condition of the pupil, insight into his mental advancement, and an infusion of the spirit of freedom into the aforesaid manual training course will build a goodly share of the spans. Many of the teachers in the seventh and eighth grades realize that a knowledge of elementary physics and a few facts of chemistry would be valuable to their pupils. The lack of apparatus is deplored when all the materials for the construction of the apparatus can be secured at small expense or rescued from the junk pile. After the pupils learn how to cut lamp chimneys and glass tubing, these cheap materials may be utilized in many experiments. I have seen several good barome-



ters made by children, and the work in heat, light, and electricity is positively charming to a majority of them. I have yet to meet the boy who is too dull to appreciate the lever, the wheel and axle, or the pulley. With the working out of such apparatus many a boy will occupy leisure which, especially in large cities, might prove to be Satan's opportunity. In many cases the fathers have been proud to assist in a work which they fully respect and into which they can enter with zeal. In response to requests some schools have been supplied by the patrons with small printing presses, and the boys give liberally of their spare time in order to keep all copy cleaned up.

Thru handwork the senses are trained by contact with materials which are being used for a definite purpose. We do not consciously use the senses as ends in themselves; we delight in sight because we see the beautiful and kindly surroundings; touch for the sake of touch, hearing for the mere purpose of assuring ourselves that we can hear, are tiresome and nerve-racking; but the texture of fine materials suggests their uses, the comfort and pleasure conveyed by them; the sound of magnificent harmonies uplifts us; the cathedral bell calls us to worship. The child shows his kinship to the man by resenting the exhibition of his sense acuteness; but his interest in such training may be maintained if the objects upon which his senses react are genuine. Unconsciously he gains familiarity with the form, size, and color of objects—a knowledge of the utmost value to man, indispensable if he is to enter the arena of commerce, manufacturing, or transportation. The bond of sympathy formed between home and school by interesting the parents in articles made and taken home repays the teacher for all her efforts.

From construction work the child gains many facts of number which might otherwise be merely forced upon him. Few boys fail to realize that a flock of pigeons has been invaded, or the marble bag looted. A boy who failed utterly to grasp the number work according to the Grube method learned the money of England, France, and Germany in a few months. Personal interest in the problem results in the eradication of the number struggle. Better than the number ideas are the ideas of concrete geometry secured thru judicious constructive work. The circle, the square, the parallelogram, the triangle, the pentagon and hexagon; the relation of triangle to square or parallelogram, of

equilateral triangle to hexagon, of the side of the latter to the radius of the circle; the surfaces and edges of solids—all these and many other ideas may be gained while the useful and interesting article is being constructed.

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### CHRISTMAS GIFTS.

TEN Christmas presents standing in a line;  
Robert took the bicycle, then there were nine.  
Nine Christmas presents ranged in order straight;  
Bob took the steam engine, then there were eight.  
Eight Christmas presents, and one came from Devon;  
Robbie took the jack-knife, then there were seven.  
Seven Christmas presents direct from St. Nick's;  
Bobby took the candy box, then there were six.  
Six Christmas presents, one of them alive;  
Rob took the puppy dog, then there were five.  
Five Christmas presents yet on the floor;  
Bobbin took the soldier cap, then there were four.  
Four Christmas presents underneath the tree;  
Bobbet took the writing desk, then there were three.  
Three Christmas presents still in full view;  
Robin took the checker-board, then there were two.  
Two Christmas presents, promising fun;  
Bobbles took the picture-book, then there was one.  
One Christmas present—and now the list is done;  
Bobbinet took the sled, and then there were none.  
And the same happy child received every toy,—  
So many nicknames had one little boy.

—Carolyn Wells in *The Jingle Book*.

## MOTHER-PLAY BOOK STUDY QUESTIONS.

### FOURTH SERIES. XI.

SUSAN E. BLOW.

#### *Lesson of the Church Bell.*

(See Froebel "Mottoes and Commentaries;" also "Songs and Music.")

[EDITOR'S NOTE—Miss Susan Blow's new book is called "Letters to a Mother." This book discusses in an untechnical but direct way the questions which have made up this study series. Mothers and teachers who have repeatedly written for additional help in their study of this course will find their help in "Letters to a Mother." Price \$1.50. Sent by return mail by addressing Kindergarten Literature Company.]

#### SONG OF THE CHURCH BELL.

Hark ! the church bell's pleasant sound;  
Let us go, my child,  
There, where every Sunday morn  
Rings the summons mild.  
Thru the lofty windows there  
Rainbow light is streaming fair;  
From the doors wide open thrown,  
Peals the organ's solemn tone.

CHORUS—"Come!" says the silver bell,  
"Come, where the voices tell  
Of the God that dwells above  
Of the God whose name is Love."

Let your heart be pure and clean  
When to church you go;  
For all sweet and lovely things  
There you'll learn to know.  
Learn of God who gives us all—  
Birds that sing, and streams that fall,  
Sun and moon in glorious might,  
Trees and flowers in beauty bright.

God, who sends the merry breeze  
Blowing here and there,  
Sends the mighty storms that rage  
Thru the upper air.  
Yet so loving, kind is he,  
Every smallest leaf you see  
Knows his care and does his will,  
Owns his wisdom, working still.

In the church, so calm, so still,  
 When your childish heart  
 With a solemn joy doth fill,  
 That, too, is his part.  
 He, who loving parents gave,  
 Sister sweet, and brother brave,  
 Gives the power to love and bless,  
 Bringing joy and happiness.

Once he sent, to dwell on earth,  
 Jesus, blessed child,  
 From the hour that gave him birth  
 Pure and undefiled.  
 Try, like him, my little child,  
 To be gentle, kind, and mild;  
 For 'tis thus your love you'll show  
 To the God who loves you so.

#### QUESTIONS.

2688. What impulse of childhood gives the point of departure for this song?

2689. How has instinctive mother wit responded to the indication?

2690. Does this song presuppose the attendance of the family upon church services?

2691. Is Froebel's Song an attempt to suggest to the little child not yet old enough for church what church-going means?

2692. What is the play?

2693. What is the first thing Froebel tells the child about church-going? (See song.)

2694. Can you connect this suggestion with the ideal of collectedness as given in the song of "Little Sisters and Brothers?"

2695. What does Froebel tell the child he will learn when he is old enough to go to church?

2696. What hint does this give you with regard to religious nurture?

2697. Should such nurture be given entirely by the mother?

2698. What do you think of Sunday-school for children between the ages of four and six?

2699. If children of this age attend Sunday-school how may it be adapted to them?

2700. Will you describe the best infant class Sunday-school work you have ever known?



2701. Will you describe what seems to you the worst?

2702. Please state the positive merits and defects of the average Sunday-school work with young children.

2703. How may these defects be overcome?

2704. Do Sunday-school teachers need special preparation for their work?

2705. How may such preparation be given?

2706. What are the best books for Sunday-school teachers to study?

2707. Do you approve of the introduction of kindergarten material into the Sunday-school?

2708. Since the kindergarten devotes an hour each day to song, story, and conversation, does it not seem that the Sunday-school teachers might be able to interest the children for an hour once a week without recourse to sewing, block building, or other kindergarten occupations?

2709. What is the use of pictures in the Sunday-school?

2710. Are any of the Mother-Play pictures adapted to Sunday-school use?

2711. What other pictures would you suggest?

2712. What do you understand to be the chief aim of religious education in early childhood?

2713. What thoughts have you as to the ways and means of realizing this aim?

2714. What five distinct statements does Froebel make in the motto to this song?

2715. Will you expand and illustrate each statement?

2716. Restate the thought in paragraph three of the Commentary.

2717. What minor link binds this song to the song of the Toyman?

2718. What does Froebel say in the fourth paragraph of the desire of children to attend church?

2719. Do you think it well that little children should from time to time be taken to church?

2720. How would you decide upon the frequency of a young child's attendance upon church services?

2721. Do you attach any special value to his participation in church festivals, such as Christmas and Easter?

2722. What three stages of the child's development are indicated in the Commentary? What is the specific characteristic of each?

2723. What is the function of the church considered as one of the four great institutions of humanity?

2724. How does the function of the church contrast with that of the state?

2725. What is the meaning of worship?

2726. What is the meaning of sacrifice?

2727. Have all religions sought this twofold expression of their ideal?

2728. What is the universal meaning of each?

2729. What do you understand by the "church invisible"?

#### SUNDAY-SCHOOL HELPS FOR KINDERGARTNERS.

*Kindergarten Sunday-School*, new edition, by Frederica Beard, 75 cents.

*Picture Work for Teachers and Mothers*, new edition, by Walter Hervey, 30 cents.

*The Bible in the Home*, Leaflet for mothers' meetings, by Mary L. Butler, 30 cents per hundred.

*Kindergarten Principles and Practice*, by Kate Douglas Wiggin and Nora A. Smith, \$1.

*Love, Light, and Life for God's Little Children* (comprehensive volume), by Mabel Wilson. Price \$3.

By mail to any address when price is remitted to the Kindergarten Literature Company, Fine Arts Building, Chicago.

"LET the older one think not of himself, but let him love the younger for the sake of the inheritance which he places in his heart to cherish anew; for the day will come when the same shall be proclaimed for the welfare of humanity, the world over."—*Richard Wagner in Opera and Drama*.

"THE woman who can take into her heart her own children may be a very ordinary woman, but the woman who takes into her heart the children of others, she is one of God's mothers."—*George Macdonald*.

## MISS SUSAN BLOW'S SERVICE TO THE KINDERGARTEN MOVEMENT AS ESTIMATED BY ACTIVE WORKERS.

GRAND RAPIDS, MICH., Oct. 25, 1899.

TO THE EDITOR KINDERGARTEN MAGAZINE: The Mother-Play study questions prepared by Miss Blow have been invaluable to students of the Mother-Play for starting new trains of thought in many directions. In traveling about I find they are used as a basis in mothers and study clubs very generally, and have awakened new interest everywhere. I hear appreciation expressed in the most sincere way as to the good they are doing and will continue to do for a long time to come.

LUCRETIA WILLARD TREAT.

FRIENDS' SCHOOL, WILMINGTON, DEL.,

Nov. 1, 1899.

MY DEAR MISS HOFER: I am very glad of the opportunity to say a word in regard to Miss Blow's questions on the Mother Plays. From the beginning we have used them in the training class and have found them most helpful and suggestive. They have proven a great incentive to the study of the Mother Plays. We feel that our lives have been broadened and strengthened thereby, and we heartily thank Miss Blow for the help she has given us.

Very sincerely,

LIDA M. KIMBALL.

CLARKSBURG, W. VA., Nov. 2, 1899.

MY DEAR MISS HOFER: It is with a great deal of pleasure and appreciation that I take the opportunity you have given, to express my deep sense of the benefit, which I feel with you, we have all derived from Miss Blow's Mother-Play study questions. I believe these have done more to raise the standard of the kindergarten today nearer the Froebellian ideal, and to rouse a noble enthusiasm in and for the profession, thru this broader and more philosophic method of study which she has planned for us, than has ever been done before. Personally, studying alone, as I have had to do, the questions have been invaluable, opening my eyes to the fundamental ideas of Froebel's system, and stimulating to further study and thought with so much pleasure to myself, that I have a feeling of personal obligation and gratitude to Miss Blow. I want to start a mothers' club in connection with a Free Kindergarten Association I have just organized here, and am going to use Miss Blow's questions as the basis of our study. Can they be gotten in book form?

Very cordially yours, ANNA HOLMES DAVIS.

WASHINGTON, D. C., Nov. 4, 1899.

DEAR MISS HOFER: I am very glad to bear witness to the help Miss Blow's Mother-Play questions have been. It seems to me that beginning as they do in the very near and simple illustrations of a central idea, and moving to the progressively conscious expressions of that thought in art, literature, philosophy, and life, they reveal the seed-like character of the book in a remarkable way. The question form was particularly stimulating. No one who read the questions could be quite comfortable until she had formulated an answer to herself and refreshed her mind at the many sources which Miss Blow so suggestively pointed out. This work adds one more to the many debts of gratitude which we kindergartners owe Miss Blow. Thanking you and the KINDERGARTEN MAGAZINE for making so many good things possible to us all,

I am, very sincerely,

HARRIET NIEL.

OSKALOOSA, IOWA, Nov. 5, 1899.

DEAR MISS HOFER: Our child-study class has reorganized for the sixth year's work. The past four years have been spent studying the Mother Play as given in the KINDERGARTEN MAGAZINE. We have found the work delightful, so suggestive and comprehensive. Many of the questions were beyond us, but we felt that we would grow into them as we became the better instructed in Froebel's philosophy. Our class is composed of mothers, teachers, ex-teachers, and kindergartners, and all have been helped by this study. It has been found to fulfill the requisites of knowledge, intellectual stimulus and practical works. I wish that Miss Blow could know how grateful we are to her for the work so carefully prepared.

BEULAH BENNETT.

NEW YORK, Nov. 4, 1899.

MY DEAR MISS HOFER: I am glad to respond to your call, and to express my indebtedness to Miss Blow. Among the benefits received from the Mother-Play questions I desire to call attention to three:

1. They have provided material for systematic study in classes and clubs, and thus given definite purpose to the work.
2. They have suggested new interpretations of Froebel's philosophy and indicated practical applications of his thought.
3. They have led kindergartners to question themselves more deeply and to give reasons for their faith.

I hope the questions will soon appear in book form.

Cordially yours, CAROLINE T. HAVEN.

CHARLESTON, S. C.

MY DEAR MISS HOFER: I am very glad to respond to your letter of October 21 in regard to Miss Blow's Mother-Play questions. I find the questions a great help in my own study and with my students. They broaden my views, lead me into deeper thought, and give me a standard for philosophic and literary study in connection with the Mother-Plays that I find very helpful. It is my custom to give to my students a number of the questions on all plays studied, and they have met with good response from them. I feel very grateful to Miss Blow for her help and am glad of an opportunity to express myself thus.

EVELYN HOLMES,

*Principal Charleston Training School.*

CHICAGO, Nov. 2, 1899.

MY DEAR MISS HOFER: Cannot some arrangement be made by means of which Miss Blow's Mother-Play study questions could be put into book form? I think these outlines have so stimulated the study of the Mother-Play Book, in its broader and deeper significance, that I for one should be most glad to know that they are to be put into permanent form. Yours cordially,

JEAN CARPENTER.

SARATOGA SPRINGS, N. Y., Nov. 6, 1899.

MY DEAR MISS HOFER: I think the study course by Miss Blow has been of the *greatest* benefit. The question form itself has been helpful, each one fixing the attention in a direct, economical way upon the truth for which it searches, so that study has become rational and ideas clear. It has been a great pleasure also to discover *just how* the Froebellian thought has its definite, true relations in every particular phase to all other great world ideas.

Very sincerely yours, ELIZABETH G. HOLMES.

LOS ANGELES, CAL., Nov. 4, 1899.

It has always been our wish that Miss Blow might know how many grateful hearts upon the Pacific Coast are constantly sending us notes of praise and gratitude to her for the inspiration and light which her analytic study of the Mother-Play constantly gives us. Nothing has ever before brought us such an uplift or pointed the way so clearly to methods of philosophical study of Froebel's great work. Long may she live to lead us, that we may rise up and call her blessed.

MARY F. LEDYARD,

*Supervisor of Kindergartens.*



EVANSTON, ILL., Nov. 7, 1899.

When each month brings me the breezy KINDERGARTEN MAGAZINE, I turn its pages involuntarily to Miss Blow's department with the conviction that I shall find something suggestive, and I always do. I am saving the whole series with the hope that in some less busy day I may find time to quarry in this mine which shows the rich metal in veins and nuggets. Of the influence of such work, broad and ever broadening, no estimate can be made. The influence which is felt by a mother is always so reflected and multiplied the lines become innumerable. Miss Blow's masterful interpretation and revelation of the wonderful Mother-Play Book will hold its place beside the original for generations to come. May we all live to witness its effects.

ELLEN LEE WYMAN.

UTICA, Nov. 9, 1899.

THE END OF THE MOTHER-PLAY QUESTIONS.—The end of one condition or life is always the beginning of another, the second being dependent upon and the result of the first. This thought comes to me with the realization that the December and January numbers of the KINDERGARTEN MAGAZINE will present the last of the Mother-Play questions that for four years have been prepared with so much care and study by Miss Blow, and given to a far larger class of pupils than it is possible for her to know. The end has come; I believe it will be but the beginning of a broader and profounder study of the Mother-Play. My own use of the questions has been very helpful to my pupils and to myself. As they have appeared I have used many of them in connection with every play, requiring my pupils to bring written answers to read at the next recitation, and they have been the subject of serious discussion.

Personally I have but one unfulfilled wish concerning them. I would like to see them published in book form by Miss Blow, with her own answer to each question. Such a book would be a valuable key to Froebel's Mother-Play, unlocking many of the hidden treasures that it contains. I would like to add my thanks to the multitude of others that she has received for her helpful interpretation of the thought in the plays. I am sure that the questions have led teachers and students to think deeply and study more earnestly. Indeed some of them here made us cry out with Carlyle: "Beware when the great God lets loose a thinker in the world!"

MARY STONE GREGORY,

*Principal Utica Kindergarten Training School.*

VANCOUVER, B. C., Nov. 5, 1899.

DEAR MISS HOFER: It is with pleasure that I add my testimony as to the debt under which Miss Blow has placed the kindergarten world by her work in connection with Froebel's Mother-Play Book. I fail to see how anyone can study this book without finding her life wonderfully broadened and enriched. At the same time I realize how necessary, to most of us, at any rate, is a key which shall unlock for us its hidden treasures. This key Miss Blow has given us in the questions presented month by month in the magazine. Personally I feel that the hours I devoted to studying and answering those questions are among the most profitable I ever spent, and it was with sincere reluctance that lack of time and strength obliged me to discontinue the course. I could never repay Miss Blow for the help and inspiration I have received from her.

Yours truly, CARRIE S. NEWMAN.

TOPEKA, KAN.

DEAR MISS HOFER: Miss Blow's questions on the Mother-Play have been so very helpful to us in our training school, throwing such an increased light upon the plays, that we wish to extend our thanks to Miss Blow thru the KINDERGARTEN MAGAZINE, and ask that we may have similar help on the Gifts and Occupations.

Yours sincerely,  
(Mrs.) E. DAVIDSON WORDEN,*Principal of T. E. Bowman Memorial Training School.*

FLORENCE, MASS.

MY DEAR MISS HOFER: The study class of teachers connected with the Florence Kindergarten has used Miss Blow's questions from their first appearance in your magazine, and it is the unanimous opinion that they have been the most helpful of anything ever studied.

The interest they have awakened in the great literatures of the world, the help they have been to us all in dealing with our daily practical problems, and the breadth of view given of Froebel's work and education in general we appreciate most thoroly, and feel very grateful to Miss Blow for what she has so generously done.

FRANCES H. LOOK.

NEW YORK CITY.

MY DEAR MISS HOFER: Miss Blow's questions on the Mother-Play have certainly been of great value to kindergartners, trainers, and students. They seem to me to be particularly valuable for post-graduate classes. The average student, even a high grade girl, is too little accustomed to deep philosophical insight to be really benefited by some of the work laid down by Miss Blow; but the leader can select the food best suited to the needs of her pupils and leave the strong meat for more mature years. We cannot acquire insight as we can a knowledge of history. It must grow from within; and even the history is of little value without insight into the causes and effects back of all history. I sometimes think that trainers expect their pupils to start out with almost as much maturity of mind as they themselves possess, and yet, as the child learns by experience so do we.

JESSIE M. WINTERTON, *Merrington School.*

TACOMA, WASH.

It gives me the greatest pleasure to tell you how much, how *very* much, Miss Blow's Mother-Play questions have been to me. I have used them constantly since the first, not only for myself, but the members of the training school, and have never had any method of study that gave such clear insight and logical thinking as these questions. Miss Blow has done all kindergartners an inestimable service, to say nothing of outside students, to whom they have been as a great light in a shady place, giving illumination and depth of that impossible before. For myself, I shall never cease to be grateful to the woman who has given me such insight and inspiration.

Cordially always,

CHARLOTTE LAY DEWEY,

*Director Tacoma Kindergarten Training School.*

CINCINNATI.

Kindergartners and those who are interested in educational matters generally owe a debt of gratitude to Miss Blow for her invaluable series of Mother-Play study questions, which have appeared in the KINDERGARTEN MAGAZINE. I know of nothing that has proven more helpful in suggesting lines of thought and study tending to elevate the standard of education. Many kindergartners, especially those isolated from training centers, have found in this series a most valuable aid to self-development and progress. Our only regret in Cincinnati is that we cannot have Miss Blow in person with us, but the next best thing is to study the questions outlined by her. Very sincerely,

ANNIE LAWS.

YOUNGSTOWN, OHIO, Nov. 8, 1899.

DEAR MISS HOFER: Words cannot express my gratefulness to Miss Blow for the questions upon the Mother-Play. They go directly to the gist of the matter. They have enabled us to use the plays more intelligently in kindergarten. For the past two years we have had our year's plan of work made up of Mother-plays, and nothing could have been more helpful in giving the physical, mental, and moral value of each play than her questions. I hope you will print them in book form, so they can be handled conveniently for class use.

Sincerely,

MARY S. MORGAN.

## CORRESPONDENCE, REPORTS, EDITORIAL COMMENTS, NEWS NOTES.

**Chicago Normal School Kindergarten Department.**—For many years it has been the heart's desire of Colonel Parker to secure a regular kindergarten training department for the Normal School. On the plea of a lack of funds this has been refused and voted down again and again by the Chicago school management committee. It has therefore been a surprise to all deeply interested in the work to have action taken by the Board, and a kindergarten department inaugurated so soon after the retirement of Colonel Parker. This result is without question due to the ceaseless efforts of Mrs. Isabella O'Keefe, chairman of the kindergarten committee of the Board. Early in the autumn the Board appointed Miss Olive Russell, a graduate of the Chicago Froebel Training School, as acting head of the new department, with Miss Laura Brown of the same training school, and Miss Gertrude Longenecker, as assistants, with salaries of \$1,000 each. Mrs. Isabella O'Keefe has repeatedly urged Miss Russell to accept the appointment as head of the department, but she has refused on the ground that she is not yet equipped for so large and responsible a work as that of lecturing before and training normal students in large classes of several hundred each. Mrs. O'Keefe confesses that it is her ambition to make the public school kindergarten system of Chicago the "best in the world," and with this purpose in view has been searching for the best and most distinguished training teacher she can secure for the head of this department. She says publicly: "My choice for the department from the first has been Miss Bertha Payne, and the position has been offered to her, but finding it advisable to accept a similar position in the new Blaine School of Pedagogy we have had to give her up. My next choice was Mrs. Alice Putnam, who has proven unavailable. After a faithful search the matter was put to Miss Harrison, who offered to come for certain days in the week, and who will, no doubt, be elected to the position, to serve for the balance of this school year." The opposition to Miss Harrison as head of the Normal School kindergarten department has been frank and open on the part of many of the leading kindergartners, as well as school men and women in Chicago. Colonel Parker has expressed himself frankly as opposed to the appointment on the ground that the new Normal School department would become an adjunct to the Chicago Kindergarten College. Mrs. J. N. Crouse has made a strong defense for Miss Harrison before the committee. It is quite natural that Colonel Parker should take a warm interest in the culmination of this department, for which he has faithfully worked for three or more years, and to us it would seem quite logical that Mrs. Alice H. Putnam should be given this important opportunity for the following reasons:

First, Because she has sustained the work of the Normal School for many years along new educational lines, having given her services free of charge as a kindergarten lecturer, as well as having conducted the kindergarten itself in the old Cook County Normal School, having as a result a working knowledge of normal school methods.

Second, Because the Froebel Kindergarten Association, whose training department she has conducted for twenty odd years, has had as the chief end and aim of its work that of securing public school kindergartens for the city of Chicago.

Third, Because Mrs. Putnam's record as a public worker has always been free of personal motives and personal earnings. Contrary to the reports in the *Chicago Tribune* and *Times-Herald* of November 14, Mrs. Putnam has expressed herself as unwilling to take a hand in "fighting" the appointment of Miss Harrison by the Board, and it is unnecessary to state this to those who



know her work and thirty years' record. The chief objection in the arrangement under consideration would seem to us to be that it leaves Miss Harrison associate principal of a private kindergarten training institution, and at the same time head of the City Normal Kindergarten department, which in itself is an unusual arrangement, there being several precedents on record which indicate that this is an unfair combination. Without question Miss Harrison has done valiant service in the kindergarten cause and stands conspicuous in the educational world for that service, and if she secures the appointment we wish her all the power of good judgment in organizing and carrying forward the great work. It should be added that Miss Harrison is herself indifferent as to whether she is elected or not. At the regular Board meeting held on November 15 the appointment was deferred, owing to objections raised by a leading Board member. At present writing the matter is still open.

**Springfield, Mass.**—Fifty kindergartners attended the twenty-seventh meeting of the Connecticut Valley Kindergarten Association held in Springfield, November 11, 1899. Miss Angelene Brooks was the first president, and forty-seven kindergartners signed the original constitution. It was formed in 1882 and has held meetings twice a year since then. The object of the association is to promote sympathy and helpfulness among its members and to stimulate interest in all kinds of kindergarten work.

The following letter was sent by Dr. Henry Barnard of Hartford, who is the pioneer of the kindergarten movement in New England:

118 Main Street, HARTFORD, CONN.

November 8, 1899.

"DEAR MISS CURTIS: It would give me great pleasure to meet with the Connecticut Valley kindergartners at their meeting on Saturday, but my engagements before that day will prevent.

"I wish to assure you that I am deeply touched by your request for my benediction on work among the women and children in the community in which you live. The young women of the county properly trained for kindergarten work, beginning with the children in their earliest formative period of their character and manners, with the opportunities accorded them of securing the coöperation of the mothers in their aims and methods, hold not only the future of the children, but of society in their hands:

"The good begun by you shall onward flow  
In many a branching stream and wider grow;  
The seeds that in their few and fleeting hours,  
Your hands unwearied sow,  
Shall deck your grave with amaranthine flowers,  
And yield you fruit divine in heaven's immortal bowers."

"With highest personal respect I am your obedient servant and friend,  
"HENRY BARNARD."

At the regular business meeting Miss Fanniebelle Curtis tendered her resignation as president as follows:

"As I am about to retire from the office of president of the Connecticut Valley Kindergarten Association it is perhaps fitting that I should say a few words to you. I have had the honor of being your president for five years, and during those years as an association we have seen one of our highest aims realized, namely, the extension of the kindergarten.

"The association established in 1882 has had seventeen years of pioneer experiences, and now, on the threshold of the twentieth century, we believe that the best in kindergarten work lies before us. It is not necessary that I should speak in detail of the work done by this association, for thru the courtesy of the Connecticut state board of education a document has been printed containing a brief report of the work of our association.

"Personally, I desire to express my appreciation of the cordial coöperation of the committee of arrangements and individual members. The support of the vice-presidents, secretary and treasurer, have been all that could be desired. We have had every courtesy shown by resident kindergartners at our meetings.





interested workman for the love of the work, earnestly performing every duty with due regard to the rights of others looking to the teacher only for direction and advice. In the ideal school the pupils work independently of the teacher; her chief duty is to train the child so as to enable him to gain desired information for himself. The value of all school work depends largely upon the spirit with which it is carried on. "The spirit of the class is the surer criterion of the value of its work."

"During the past year the kindergartens have increased in number from twenty-three to thirty-seven, and with but few exceptions have grown in strength. I consider our work unusually strong because of our having kindergartners from so many representative training schools.

"The majority of our kindergartners have aimed to acquaint themselves with the work of the first grade, accepting suggestions and criticisms from the first-year teachers, hoping thereby to so link the kindergarten with the first year that the child will not be conscious of the transition from one to the other."

The Pennsylvania State Kindergarten Association held its second annual meeting at Johnstown in October. Among the speakers were the following: Supt. J. M. Berkey of Johnstown, Miss Georgia Allison of Pittsburg, Miss C. G. O'Grady of Teachers' College, New York; Miss Elizabeth Culp of Pittsburg, Mrs. L. P. Wilson of Johnstown, Miss Anna M. Nye of Chicago, Miss Kate Spencer of Erie. The next meeting will be held in Pittsburg in 1900. A large delegation of kindergarten workers and teachers from Pittsburg were there, and were most hospitably entertained by the ladies of the Johnstown association. The eastern part of the state was not represented by delegates, however. The association appointed Miss Georgia Allison to represent the work of the state association at the I. K. U., and Miss Elizabeth Culp to represent them at the state teachers meeting in Williamsport in July.

The Kindergarten Union of New York and vicinity held their first meeting of the year on Friday, October 27, at the Ethical Culture School, 109 West Fifti-fourth street. After a social hour and informal tea the president, Miss Jessie M. Winterton, welcomed the members and guests, and announced that thru the kind hospitality of the Ethical Culture School we could have a definite place for our general meetings in their Assembly Hall, and also that a long-felt want was to be gratified by their granting us the use of a room for a club room or rallying place, where the kindergartners may meet every Friday from three until five o'clock for social intercourse and conference. There will be a library of educational books and magazines, and a committee in attendance. After briefly stating some well formulated plans of work for the winter, the president introduced the speaker of the afternoon, the Rev. Leighton Williams, who gave a most interesting address on social psychology. There was a large attendance, and among prominent kindergartners were Mrs. Kraus-Boelte, Dr. Jennie B. Merrill, Miss Haven, Miss Dozier, and Mrs. M. B. Walton. Piano and vocal solos were rendered during the afternoon, and the meeting adjourned at 5:30, each one feeling that the bond of unity had been strengthened.—*M. L. Gibbs, Cor. Sec'y.*

The St. Louis Froebel Society held its first meeting for the year of 1899 and 1900 at the beautiful and costly Monroe kindergarten, which, with its two beautiful sisters (the Rock Spring and Sherman), form a trio of model kindergarten rooms of which St. Louis may well be proud. The happy plan of holding the Froebel meetings in different sections of the city has been a pleasing and very profitable innovation on the regular rule of the society. To "rejoice with them that do rejoice" is an old injunction to all, and we have found that the participative spirit enlarges and blesses.

A happy social half hour was spent in inspecting the building, the grand view of the river and surrounding neighborhood to be had from the upper windows, and in noting the arrangement of the model kindergarten room, with its grand lighting, ventilation, proportions, and colorings. Besides the rich furniture provided by our generous board, convenient and luxurious articles of

furniture have been invented and provided by the love and industry of the teachers, such as gift cases made of book boxes covered with oilcloth, curtained and furnished with gold wire rings, etc., and sofas made of coffee-boxes, the seats of which were stuffed with hay brought by the children in their tiny baskets, the square sofa pillows likewise. A little reception corner, to which the mothers may withdraw to rest and quietly talk together of their children, is thus easily attained, and adds the home touch of beauty and ease.

To the director and her assistant, Miss McCulloch, the supervisor gave a most choice and hearty greeting in their new and palatial kindergarten home. The relation of these two is of unusually long standing. As a child of six years Miss Shawk led little Blanche Wegner thru the kindergarten age. Finishing her school course she returned to her first teacher in the same kindergarten for her volunteership, and finishing this course she has for four years been a competent assistant, thoroly rooted in the faith and grounded in the duty and study of her responsible calling. Miss Mary C. McCulloch was again unanimously chosen as president by the society which owes so much of its success to her wise, helpful management. No more will Miss Ida M. Richeson (the former faithful secretary of the society) fill her office, for she has decided to desert the kindergarten that she might make one man more useful and happy. The Froebel Library Association is moving successfully on, adding to its already large collection many duplicate volumes of Froebel's works and all of Miss Susan E. Blow's. Many features in the report of the Needlework Guild were highly approved.

The elected officers are as follows: Miss Mary C. McCulloch, president; Miss Mabel Wilson, vice-president; Miss Jennie Taylor, recording secretary; Miss Sallie A. Shawk, corresponding secretary; Miss Nellie Flynn, treasurer.

The second meeting, held at the Crow kindergarten, Saturday, October 28, was of deep interest, for sweet words of appreciation and well-wishes were received and read in response to the greetings sent by us to branches of the I. K. U. Then followed one of Mr. Wm. M. Bryant's earnest, scholarly lectures on "Goethe." He has ever been a generous and helpful friend to the kindergartners.--*Sallie A. Shawk, Cor. Sec'y.*

The Chicago Kindergarten Club has struck out upon new lines which promise much for its future good work. The general subject for the year's program is "A Study of the Psychology of Imagination and Will." The topics are studied in their various aspects by six different groups into which the club is divided. The study proceeds along three main lines, as follows:

1. Reading from suggested references.
2. Citation of parallels from Froebel's writings.
3. Collection of illustrations derived from practical experience with children.

The subject discussed at November meeting was "Types of Imagery." Miss Cross cited the results of Galton's many experiments as showing that much abstract thinking tends to the loss of the power of clear imagery. Men of science, for instance, are wanting in this faculty. An experimenter said to different people, "I will tell you of a boat I saw." He stopped there and asked for the mental pictures suggested by the word boat. These were varied as to kind and distinctness, but that of the scientist was vague in the extreme. He instinctively awaited more information before he allowed his mind to form a definite picture. This power of imagination is well developed in artists, children, and women. Its possession distinguishes the highest type of mind, that of the creative genius. A North American Indian was seen tracing around a picture with a penknife. When asked the reason he replied, that it was to help him recall it when he wished to make a copy. This illustrates the value of an objective support to imagery. Imagery is strengthened by being related to other activities. A high capacity for visualization is desirable, joined with the power to keep it under control. Miss McGregor considered the four types of reproductive imagination, the visual, auditory, tactile, and motor, which differ so greatly in different people; some cannot remember unless the idea be



associated with sight; some associate their ideas with sound; others with touch or with movements which help to fix the image.

Other points were developed in the discussion, as follows: The productive imagination combines past images, and so makes new ones; it tends to expression or creation. Since it thus combines the old to create the new, it follows that the greater the possible variety of images the richer the resources for creative activity, hence the value of developing all the possible image-forming senses, whether of sight, sound, touch, or muscle. This brings us to the practical question of the value of having children in small groups, thus making possible attention to the special needs of individual children in the line of image-making. Those deficient in imagination are satisfied with the realities, the commonplaces of life. They lack creativity. Imagination is essentially play; it creates a "play-world," which statement raises the question, "How best can we introduce the young to the best literature?" Pictures, stories, games, paper-dolls, etc., add to the power and creativity of the children.

Next was reviewed a typical morning in the kindergarten, to notice what kind of images we give the children there. The *occupations* require the visual, motor, and tactile imagination in almost inseparable union. Constructive work certainly strengthens all forms. The *games* exercise all kinds, especially what we know as sense games. Children "show" rather than describe, which indicates that motor images predominate; they are *touch hungry* as well as *sight hungry*; they want to handle as well as to see with their eyes or hear with their ears. Imitation is at first for the movement; is motor. More work should be done with the auditory imagination thru means of signals, dialogues, animal cries, etc. One child preferred one certain "ship" to all others, but when it was played would always sit and listen rather than enjoy it actively. Query: What image did it call up in his mind? "What is the relation between imitation and reproductive imagination?" was one question raised. "The image is made truer thru imitation" was one answer. In imitation the child has a feeling of both likeness and unlikeness. One shortsighted child was found to have few visual images; but in playing "hot and cold," guided by the piano, he was very easily led. Such were a few of the points touched upon at this very helpful meeting.

Naas, Sweden, is world famous for its Sloyd Training School, which is attended during each summer by students of all nationalities, the summer of 1899 being the eighty-sixth summer course. Herr Abrahamson of that city by will left the institution endowed and amply provided for, as is shown by the following items from the original document:

"Funds to the amount of £20,000, together with sixteen various farms and holdings, are left to the institution.

"The foundation to be called the Augustus Abrahamson's Institution.

"To be maintained forever on the Nääs estate for the further training of those who have already been engaged in teaching.

"The curriculum to be modified to meet the requirements of the times.

"The park is to be always open to students and teachers.

"Herr Salomon to be sole director of all the affairs of the institution till he resigns or dies; his salary to be 6,000 kr., together with 'free living and quarters.'

"The state to be asked to take over the institution at once, subject to the above provision, and to appoint a committee of from three to five persons, who shall for three years at a time act as a board of management.

"Should Herr Salomon retire he has power to appoint a successor to act during his lifetime; at his death the committee appointed by the state will assume direction of the affairs.

"Should the government ever decide that the funds are no longer necessary for training teachers in wood sloyd then the funds will pass to the Royal Agricultural Academy, to be used under the name of the Augustus and Euphrosyne Abrahamson's Fund for Home Sloyd.

"The institution, as a training college for sloyd teachers, shall always be



open to students from countries other than Sweden without prejudice to Swedish teachers."

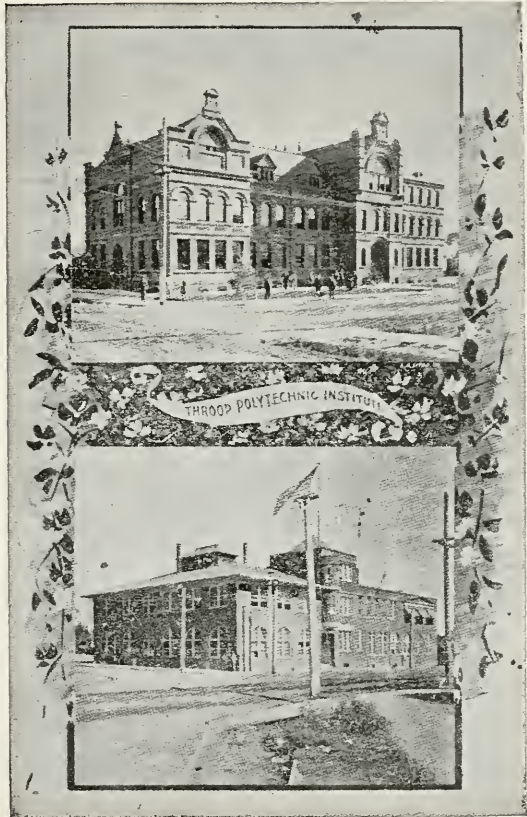
At Cleveland, Ohio, an educational conference was held November 11 at the Wade Park House School, 116 Streater avenue, under the arrangements made by Miss Jennie Prentiss, the energetic principal of the school. This was the first of a series of annual conferences. An afternoon session was held, convening at two o'clock, which was addressed by Miss Grace Fairbank of the Chicago Kindergarten Institute, on "Handiwork in the Kindergarten;" by Miss S. Eleanor Lobb, of Philadelphia, on "Social Life of the Kindergarten," and by Miss Bettie A. Dutton, on "What the Home and the School Should Accomplish for our Older Girls." After the addresses the audience was grouped in different rooms for a more detailed discussion of these subjects, each sub-conference being conducted by the speaker. The evening session was held in the Historical Society Building, the address being given by Miss Amalie Hofer, on the subject, "The Family as the Unit of Society." Miss Prentiss and the citizens supporting her work are to be congratulated upon their plans for socializing education, both thru the Wade Park School itself and their efforts to bring parents into closer touch with the same work.

The kindergartner at the school is Miss Carolin Tebbets, of the Chicago Kindergarten Institute. Miss Prentiss aims in time to make child-nurture a regular part of the curriculum for all the young women attending the school. These enterprises deserve the warmest coöperation of all who long to see the school not a school, but a social household.

THE old-fashioned kindergarten occupations of paper folding and cardboard modeling are now being revived in elementary schools under the name of "constructive hand work."

HEGEL'S "Philosophy of History" is one of the regular subjects of study by the Normal (third year) class of the Chicago Kindergarten Institute.

MRS. ELAINE GOODALE EASTMAN is offering her services as a lecturer on the following subjects to women's clubs and societies during the present sea-



THROOP POLYTECHNIC SCHOOL, PASADENA.

son: "Marriage as a Vocation," "The Art of Motherhood," "The Immortal Child," "The Primitive Type of Womanhood."

MISS EMILY DUDLEY WRIGHT and her coworker, Miss Pritchett of Lansdowne Froebel School, are in Europe for a season of study. They write enthusiastically from Naples, sending greetings from Madam von Portugall.

MISS ISABELLE SAUNDERS, who was kindergartner in charge in Smyrna, Turkey, for some years, is now in Calumet, Mich., in a public school kindergarten made up of children of Finns and Swedes. This would seem a decided contrast to one who has worked with little Turks.

REPEATED inquiries come to the editor worded as follows: "Will you kindly give me information as to customary tuition charged in well-equipped private kindergartens?"

THE faculty of the Phoebe Hearst Kindergarten Training School of Washington, D. C., is to conduct the training of the colored women's training school in that city at the expense of Mrs. Hearst. Mrs. Hearst has supported a kindergarten for colored children for a number of years.

IN a full set of the KINDERGARTEN MAGAZINES one feels that one has a reference library as far as the kindergarten movement is concerned. I want them all.—*Mary M. Betts.*

REPEATED demands for Miss Menefee's little volume of exquisitely told stories have made a new edition necessary of "Child Stories from the Masters." The handsomely illuminated cover of the new issue depicts the struggle of Siegfried with the dragon in spirited manner. It is designed by Leyendecker. Price \$1.

WILLETTE A. ALLEN edits an able kindergarten department in the *Southern Educational Journal*.

"THE essence of play is the unconscious overflow of life that seeks escape in perfect self-forgetfulness. There is no effort in it, no whip of the will driving the unwilling energies to an activity from which they shrink; one plays as the bird sings and the brook runs and the sun shines, not with conscious purpose but from the simple overflow. In this sense nature never works, she is always at play. In perfect unconsciousness, without friction or effort her mightiest movements are made and her sublimest tasks accomplished.—*Hamilton Mabie* in "Under the Trees."

The truth which underlies these great facts needs no application to human life. Blessed, indeed, are they who live in it, and have caught from it something of the joy, the health, and the perennial beauty of nature.

DR. NICHOLAS MURRAY BUTLER has issued in pamphlet form his paper on "Some Criticism of the Kindergarten," and we are heartily glad of a copy received with the author's compliments. We are glad for all constructive assistance in building up the Froebel *Klein-kinder* movement, and no class of citizens needs to be helped in a right attitude toward the kindergarten than the rank and file of grade teachers.

The Danish Froebel Union was organized at Copenhagen on October 8, 1899, at a meeting attended by parents, kindergartners, and school men. This is the first organized movement in this direction in Denmark, altho there has been considerable interest in kindergartens in various parts of the country. Frau Hediveg Bagger was elected the first presiding officer.

DURING the past summer Mr. Gustaf Larson, of the Boston Sloyd School, was married to Miss Helna Maria Johanson, at Fristad, Sweden. Mr. and Mrs. Larson have the heartiest congratulations of the KINDERGARTEN MAGAZINE management.

ON presentation of diplomas from the regular kindergarten training schools, kindergartners of San Francisco and vicinity are granted certificates from the County Board of Education without, as we understand it, an additional examination.

THE December meeting of the Worcester Kindergarten Club was occupied with an address on "Children's Games" by Miss Ellen Gray. The speakers announced for the remaining five meetings of the club during the present year are as follows: Miss Sarah L. Arnold on "The Primary School and the Kindergarten"; Dr. G. Stanley Hall; Miss Susan Harriman, "Relation of School and Home"; Miss Caroline T. Haven, "Children's Literature"; Miss Laura Fisher, "The Moral Training of Children." The officers of the Worcester Kindergarten Club for the current year are as follows: Mrs. Mary H. Baker, president; Miss Alice E. Brackett, vice-president; Miss Jennie M. Brazen, treasurer, and Miss May H. Woodward, secretary.

THE new large Froebel portrait, which has been designed by Miss Dunn of Brooklyn, is to be reproduced and sent out thru E. Steiger & Co.

VOLUME IV of the transactions of the Illinois Society for Child Study is fresh from the press and contains much matter of peculiar interest to kindergartners. We would call your special attention to the exceptionally suggestive article by Frank Hall, on "Comparison of the blind, the deaf, the deaf-blind, and those possessed of all other sense faculties in respect to imaginative power." The following statements are made and supported by eminent specialists: 1, that the deaf are the least imaginative of these four classes; 2, that next to these are those possessed of all their sense faculties; 3, that the blind are more imaginative than the normal children; 4, that the blind-deaf excel all others in this respect. Read the article and make out for yourselves what is the pedagogical lesson to be learned from these facts.

A LITTLE pamphlet which will prove useful in the campaign field has just come from Milton Bradley Co. It is called a "Plain Talk about the Kindergarten," and answers briefly many of the questions which those are sure to ask who think of placing their children in kindergarten. An excellent picture of Froebel is found on the last page. A copy will be sent to any address on receipt of a two-cent stamp.

"I THINK that of all forms of educational work none has been so successful as yet as the kindergarten in reaching and uplifting the home."—*Nicholas Murray Butler of Columbia University.*

**A Child's Evening Prayer.**—A mother writes asking for an appropriate evening prayer which would be acceptable from the kindergartner's point of view. There are several beautiful morning prayers, owing no doubt to the fact that the kindergarten circle is confined to the forenoon.

MRS. HELEN M. DRAKE, formerly of the San Jose Kindergarten Training School, is now in charge of the youngest children at the Nebraska School for the Deaf, Omaha. Mrs. Drake spent part of the summer at the McCowen Oral School in Chicago, and writes enthusiastically as follows: "In clay and water-color I never had better results in hearing children. I have been completely surprised by the responsiveness and imagination of these unfortunates."

"The Christmas Songs of Many Nations" is the happy collection of characteristic national children's songs, issued by the Clayton F. Summy Co., and arranged for a Christmas festival. It includes both the words in foreign language and their English translations. Price 25 cents.

THE Permanent Influence of John Amos Comenius, is the heading of the last chapter in the new volume by Paul H. Hanus on "Educational Aims."



Professor Hanus gives a timely and appreciative sketch of the services of Comenius during the seventeenth century, and shows how the elementary school outline made by the great Moravian at the close of the Thirty Years' War is substantially the curriculum aimed at in the modern elementary schools. Dr. Hanus states that the elementary school is one of the fruits of the Reformation. He says: "Reforms in education, as in any other human affairs, come slowly by evolution; more rapidly tho sometimes disastrously, by revolution." He closes the chapter with the following words, which were the keynote of Comenius' life and labors: "I thank God that I have all my life been a man of aspirations, for longing after good, however it springs up in the heart, is always a rule flowing from the fountain of all good, from God."

THE printed report of the second and third annual convention of the National Congress of Mothers is ready for distribution. In paper binding 50 cents; in cloth, 75 cents. Address Box 832, Washington, D. C.

**Valuable Handbook.**—The Proceedings of the International Kindergarten Union for 1899 is fresh from the press, compact with riches on every page for the kindergarten endeavorer.

ON November 18 Orville T. Bright addressed the teachers of Cook County, and Chicago, Ill., on "The Cry of the Children. It was an eloquent and impressive address, and was the occasion of the fortieth anniversary of Superintendent Bright's work as a teacher.

MISS MARY D. RUNYAN addressed the Brooklyn Kindergarten Union at its regular November meeting on that important question, "Parallelism Between the Child and Race."

THE public school teachers of St. Paul are facing a salary dead-lock. They have only been paid for two weeks' work during this school year and are now bringing suit against the city on their own account. The St. Paul public school corps of teachers rank among the best of this country, having many well-equipped and professionally trained members.

MISS ELIZABETH OSGOOD, of Columbus, Ohio, writes: "THE KINDERGARTEN MAGAZINE means more to me each year, and steadily grows better. I count it as one of my best friends."

MISS SUSAN BLOW has just completed a course of lectures before the kindergartners at Pittsburg, Pa. At the close of one of her lectures a certain enthusiastic young woman exclaimed: "All the brilliant men I have ever listened to when rolled together would not equal Miss Blow."

A VERY pretty sight it was one day this summer, when, down at the Battery in New York city a line of settlement kindergarten children passed in meandering double column before a big, stalwart policeman. "Hello," said one daring urchin, reaching out a tiny hand, which the uniformed keeper of the peace could not refuse. Of course all the other children followed suit, and sheepish tho he felt and looked during the hand-shaking process, we are sure we discerned a certain pride in this evidence of childish faith and good will.

PROF. WILLIAM JAMES gives the following testimony in favor of sloyd work: "Of the various systems of manual training, so far as woodwork is concerned, the Swedish Sloyd system, if I may have an opinion on such matters, seems to me by far the best, psychologically considered. Manual training methods, fortunately, are being slowly, but surely, introduced into all our large cities; but there is still an immense distance to traverse before they shall have gained the extension which they are destined ultimately to possess." . . .

MISS MARI RUEF HOFER is spending six weeks in Eastern kindergarten centers, giving lectures and class work on children's music.





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# WABENO'S KALENDAR

FROM "WABENO THE MAGICIAN."

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# KINDERGARTEN MAGAZINE

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NEW SERIES.

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## THE MISSION OF THE BIRD LOVER.

DR. ORRIN G. LIBBY, UNIVERSITY OF WISCONSIN.

IT is the happy fortune of the Audubon Society that it has been able, by its aims and principles, to attract men and women from all classes and occupations. No scientific reputation or special training must precede full membership. The passwords are *mercy* and *loving kindness*. The pledge, to champion the cause of the birds; to defend them against cruel, thoughtless, or wasteful attack; to speak for them where they have no advocate, to vote for them where they are not represented; to intelligently shield them from those destructive agencies in our civilization which, if unchecked, would sweep them utterly away.

The rapid extension of this society thruout the country, its vigorous growth in our own state, are proof positive of the need of its influence and directive effort. It is indeed fortunate that so beneficent a movement has a substantial material foundation upon which to rest all later growth. The undeniable fact that our birds are indispensable to agriculture, if not to all vegetable life, furnishes us with a store of arguments solid enough to impress even the hardest-headed materialist. This basic importance of the bird in our economic life has found but tardy recognition upon the statute book. Our laws are still lamentably short of the advance reached long ago by our scientific observers. The relative value of our graminivorous and insectivorous birds, and the proper correlation between both of these and the birds of prey, have not yet received their legal status. The law's delays are costing us millions annually, and they will continue to do so as long as this field is left open to the uncontrolled action of ignorance and prejudice. Our own state law is a good example of this. Only

five birds are protected by law, the nighthawk, robin, whip-poor-will, bluebird, and turtledove. Three general terms occur in the law in addition to these specific names, finch, thrush, lark; but whether thrush refers to the brown thrush, the water thrush, or the family of the real thrushes, is left to the imagination of the lawbreaker. Lark in the same way may refer to the shore lark, or meadow lark. Finch may mean the goldfinch, purple finch, or finches in general. Worse than all, there occurs in the law the phrase, "or any other harmless bird," which really leaves the whole matter with the individual. Our birds, then, are very meagerly protected by the law, most of them by its very statements are outlawed, such as the flycatchers, the woodpeckers, the warblers, the orioles, the wrens, the swallows, and I might name a dozen others. Yet Wisconsin birds are hardly worse off than those in most other states of the Union.

One of the most helpful signs of the growing appreciation of the services rendered to us by our native birds is the strong reaction manifesting itself against the English sparrow pest; and if there is one good thing which will come out of the presence of this feathered scourge, it is the general and hearty outburst of sympathy for our own birds, who are being driven to the wall by their more aggressive English cousins. This genuine sentiment in favor of our birds, resting as it does upon the substantial foundation of material interest, can be made to supply us with an abundant motive power for the furthering of the aims of the Audubon Society. The misdirected efforts of certain enemies of the English sparrow in the legislature this winter indicate a growing sentiment among the farming class that will compel legislation in the future, and the framing of those laws in favor of our native birds and against the English sparrow should certainly result from the concerted action of the Audubon societies thruout the country.

The term bird-lover defines itself, and I take it that all members of the Audubon Society belong to this class. To be a bird lover does not imply, as it used to, that one is a specialist or the author of a book on ornithology. The great original workers in the field, Wilson and Audubon, have finished their labors and bequeathed to us the results of their lifelong research. Thoreau stands connected with them in the careful, painstaking observations with which he filled his notebooks. But unlike them, there



appears in the scientific work more and more of the æsthetic, that literary finish concealing the cold, hard lines with which science has taught us to delineate the truth. His place is now filled in turn by John Burroughs, Maurice Thompson, Olive Thorne Miller, and James Lane Allen. Lastly, there has arisen the bird lover in professional life, writing out of the fullness of his heart. Such a one was Frank Bolles, the busy registrar at Harvard.

But with all this wealth of literature accumulated upon the subject, there are still great tasks for the earnest bird lover to perform, new fields to explore on every hand. And I speak now, not to the scientist, but to the amateur enthusiast, whose main energy is absorbed in quite other tasks than the study of birds; the merchant, the teacher, the lawyer, and, busiest of all, the mother of a family. The ranks of the bird lovers are recruited from all of these; some from a desire to recover mental elasticity after the severe strain of a week's work; some from a natural inclination to the study of nature, which the limitations of their profession could not enable them to gratify. Many more, chiefly teachers and mothers, are drawn into this work in order to fit themselves to teach their children that sympathy for birds which comes from friendly and familiar contact with them.

There never was a time when a fair working knowledge of birds could be more easily learned, and when the study was so full of delightful surprises. Photography has invaded nearly every department of life, and the initial number of *Bird Lore* demonstrates what success lies in its application to the study of birds. We already have color photographs, and these with lantern slides will ultimately enable us to study our bird at leisure during the long winter months from the accumulated store of material the camera has enabled us to appropriate. What possibilities lie in this for the education of children it is of course too soon to predict.

But there are other and most interesting sources of material still untouched. The almost unknown migration of birds at night is a veritable undiscovered continent, a darkest Africa whose secrets have not yet been unlocked. The mystery of the coming and going of the birds remains quite as insoluble as when, not so very long ago, it was believed they hibernated like frogs and snakes in the earth or at the bottom of lakes and ponds. Go out some warm, cloudy night in middle September, and, selecting a

quiet spot, listen to the calls of the birds passing southward high overhead. If the conditions are favorable you will not have to listen long to hear them, now loud and near at hand, now faint and distant, beginning far away at the north and dying out in the darkness at the south, the lisping call of a warbler or small sparrow, the clear, velvety call of the rosebreasted grosbeak, the bell-like challenge of the bobolink, the discordant squawk of a marsh bird. Hour after hour will pass in the same way, and if your patience is not exhausted, daybreak will find you listening to the calling of the undiminished throng. After the novelty of the experience wears away it will be discovered that these calls are not distributed evenly over the entire night, but are arranged in waves, large and small, like those of a rising tide.

An average of one thousand calls per hour is by no means an unusual occurrence during the height of the migrating season. One could wish that these aerial navigators, like the fireflies, would show their lights occasionally as they passed by. What a magnificent spectacle a September migration would then become to an observer below, as the misty wavering lights would flicker rhythmically up and down the serried ranks of the advancing armies, or break in nebulous masses as the birds wandered out of their course. Fortunately for them we are not permitted to thus spy upon the mystery of their movements. They pass, for the most part silently, and even their sharpest cries, that occasionally penetrate the uproar of a busy street in the early evening, seem to pass unnoticed. The inch deep stratum of our daily cares envelops us so completely we cannot hear the most obvious message of the birds.

It is to Frank M. Chapman I owe the suggestion which led to my first view of a migrating bird flying by night. I never doubted his statement, that on looking thru a good telescope at the moon the forms of the migrating birds would show black against its white surface, but I wanted to make sure of it for myself. The experiment was tried at Madison, at the Washburn Observatory, in the fall of 1897; a six-inch telescope was used. I shall never forget the thrill of delight with which I saw the tiny forms of the birds float or *wriggle* across the face of the moon, moving apparently in wavy lines on account of the motion of the wings. To use Keats' lines:

Then felt I like some watcher of the stars  
When a new planet swings into his ken.

All night I watched the marvel, and it never for a moment ceased to be wonderful. It was like a peep into fairyland; the hour and place were propitious; the fairy godmother had waved her wand and I had been transported out of the world I had hitherto known into one totally new and strange. There were robins, blackbirds, meadow larks, yellow hammers, an occasional duck, tiny warblers and sparrows, birds larger than I had even seen of unknown species, all in perfect focus, clear cut against the silvery background of the moon. Some passed too quickly for the wing-strokes to be seen, some went more leisurely along, but all were evidently bound for some invisible destination outside my circle of light, toward which they moved steadily. One bird passed slowly backward across the field, as if driven by a strong wind against which it had ceased to struggle. Several changed their direction nearly in the middle of the field, going off at right angles. A sparrow-hawk floated into view at one time, not going in any definite direction, but apparently keeping within earshot of his prey for the next morning's meal. During the earlier part of the night the flight was quite invariably in one direction; but as the hours wore on the line of flight began to shift and to lose its unity, until soon it was boxing the compass pretty impartially, with preference for that half of the circle nearest the original direction of flight. The height of the movement came about eleven o'clock, and from then it very rapidly fell away, indicating that the first half of the night is used most largely for the forward movement.

Altogether it was a most fascinating experience, and I have not yet been able to duplicate it, tho I have tried many times. Last fall, for instance, the full moon came at such a time as to miss the bulk of the migration, and I only caught sight of a thin skirmish line in the latter part of August, and of a few stragglers a month later. The spring migration shows very little of the concentration of movement which is so decisive a characteristic of that in the fall. One of the most amazing features of this observation is the number of birds seen on the comparatively small disk of the moon. Over two per minute was the highest number seen for any fifteen-minute period, or a total for that one evening of 358. From a calculation made by the assistant astronomer at the observatory, the total number of birds passing within range for the three nights was about 168,000, fully two-thirds of which

must have gone by in one night (September 12). This, it must be remembered, represented the migration for but a small part of the period of movement, and over a region but a few miles wide. What the entire bird migration must be for the whole country I leave to be stated by others more competent to judge. In the preface to Mr. Nehrling's "Wisconsin Birds" is narrated the experience of an observer on a lighthouse tower one night in the middle of the migrating season. The surprising number of birds seen by him as they flew into the range of the light and fell about him, at times in a perfect shower, proves the same thing for the magnitude of the migratory movement. Very few of us may have access to a lighthouse tower or a six-inch telescope, but no one can be debarred from listening to the calls of the migrating birds, and studying the face of the moon with an opera glass or a good field glass. It is not with the idea of benefiting science that I recommend this study, it is that each bird lover may explore independently and for himself a new phase of bird life. If scientific results come from these observations it is so much clear gain, but the benefit to the observer remains as his own peculiar possession, to be shared and enjoyed ever afterward.

Again, I invite the attention of bird-lovers to the new problems in connection with the songs of birds. Here there has perhaps been something done, but it is only a little. Cheney's "Wood Notes Wild" is the only manual on the subject I am aware of, and anyone who has tried to make the notes given in this work fit the songs he hears knows how incomplete and unsatisfactory it is. The truth is there is an astonishing variety even in the songs of our common birds. This variable element makes it comparatively easy, after a little practice, to distinguish one singer from another, tho of exactly the same species. More than once I have picked out an especially poor singer, or an unusually brilliant one, from a dozen or more song sparrows along the border of a marsh where they were nesting. Meadow larks in different localities sing very differently. The vesper sparrows I observed in Ohio began their song with the two notes of the chickadee's whistle, while our birds here begin in quite a different way. Several years ago I listened for some time to a bobolink singing from a fence-post close by. Invariably he would repeat three notes softly to himself before launching into the full current of his song. An especially indefatigable wood peewee, nest-



ling near my window, had a series of notes which he sang alternately with his usual notes, those that have given the bird his name. Baltimore orioles display striking individuality in their songs. As many as three separate and distinct songs were distinguished and written down by a vocal teacher from listening to these birds in a single locality. Even a cursory observer of red-winged blackbirds knows what great differences are to be noticed in their songs. The wide diversity in song that can be noticed in half a dozen field sparrows would impress anyone who has an ear for music. Some of the performers ran down the chromatic scale with a precision that would make even a professional envious; others confined themselves to the conventional style, and others still sang very badly indeed, and even stuttered in parts of their performance. These observations will be confirmed by observers in any locality where good singers abound; they are only a few of the more obvious examples of a common phenomenon. On the other hand, there is very little difficulty in discovering the species of bird from the song, however much it may vary, just as it is easy to distinguish French from English, Russian from Latin. Here is an opportunity for tired piano or vocal teachers to get a genuine vacation by going out among the birds and writing their songs. A dozen variations of a single motif collected from as many observers would enable the common element to be discovered and written out. Until this is done it will hardly be possible to use any manual of bird songs, however conscientiously compiled. But the chief value of such bird study does not lie in the discovery of the common element in many bird songs. That is merely a by-product, the result of years of work and careful selection. To the tired teacher the contact with the singing birds in their chosen haunts will be worth more than all else. There will remain from such a vacation the memory of birds' concerts heard at daybreak when the dew lay heavy underfoot and the scent of red clover or apple blossoms came down on the morning wind.

Bird songs acquired in such ways, and written in the open air and bright sunlight "knee-deep in June," will be a never-failing source of delight to children, young and old, alike in the kindergarten and the high school. They are in many cases simple enough to be taught and sung with appropriate words for morning exercises. They may be used so skillfully as to become the

means of awakening an interest in birds that will remain thru life. This is no harder task than hundreds of teachers labor at in the crowded ward schools year after year. It has the added advantage of being in itself intrinsically delightful, and capable of inspiring enthusiasm in a cause we are all proud to defend.

The bird lover as a missionary suggested itself to me as a subject in connection with an experiment our branch society has been conducting recently. Prizes were offered in the schools for the best essays on birds, written from the actual observations of the children. A majority of the schools contested (five out of eight), and thirty-three essays were written. A prize offered for the best list of birds' nests, counted in place, brought an equally gratifying response. It is proposed this spring to offer prizes for the best essays describing the history of a bird family, from the nest building to the flight of the young birds from the nest. Many of the teachers are in hearty accord with the effort, and a large and enthusiastic constituency among the pupils will follow their lead. As Madison offers unusual advantages for this sort of study by the children, there is good hope that this missionary movement will continue to grow. The most effective means of destroying the desire in a child to kill birds is to make him acquainted with them. This acquaintance will ripen into friendship until the wild birds are as safe from harm as the caged pets at home. Our society has found it advantageous, also, to organize and conduct bird study classes, for the purpose of cultivating that intelligence about birds which always leads to a new and sympathetic attitude toward them. Nor has this been an irksome task, performed merely because it was a duty. The early morning walks every week have proved a fresh inspiration to all of us who have been able to take part in them. If all missionary work were as easy and pleasurable as this there certainly would be more of it done.

Yet tho the future lies with the children, and they hold the fate of what we are now planning, we must not forget those who have drifted away from the free enjoyment of outdoor air and the sights and sounds of nature. The bird lover has here genuine missionary work to do. It is possible for almost anyone to unfetter himself occasionally from routine and escape to the birds and be free. Half an hour may be as good as a day or a week. The sense of relief and freedom, of meeting with new life un-

touched by man, is tonic for tired head and discouraged heart. I have unbounded faith in the saving virtues of fresh air and sunshine. A June bird song taken every morning before breakfast will cure the worst case of shattered nerves or ruined digestion. The birds are always awaiting you, and you are welcome to what you can see and hear. A fleeting glimpse of color, a half hid nest, a burst of song that ceases as you approach—these are what you must put up with till you have been found worthy of trust. The challenge of a well-hidden mystery meets you in every bird, indeed his very existence depends upon his skill in the art of concealment. The temptation to see or hear more draws you on from day to day till your novitiate is accomplished, and you are admitted within the circle of those who know and see.

Whitman has sung of the "Open Road":

Afoot and light-hearted I take to the open road,  
 Healthy and free, the world before me,  
 The long brown path before me leading wherever I choose . . .  
 I think heroic deeds were all conceived in the open air and all best poems  
 also . . . . .  
 Now I see the secret of the making of the best persons,  
 It is to grow in the open air and to eat and sleep with the earth.

We all know the poet's open road; their name is legion. Our common love for birds makes for us an open road along which we journey, with equal delight, the road of communion with nature, enjoyment of the simple, the free, the natural.

The mission of the bird lover is threefold. He must in the first place keep in full touch with new and fresh material in his chosen field. This must come, not from books, however well written, but primarily from the birds themselves. He must draw at first hand from those inexhaustible fountains of nature. Like Antæus of old, he will derive strength and courage anew from contact with the earth.

This store of experience has its value chiefly in its availability. It must be transmitted to the children that they may use it and pass it on. Bird songs are to be sung, stories of bird families to be related, the *mechanism of the nest* explained, the wonderful trip across the continent described, till bit by bit there will dawn upon the child's consciousness the real marvel of bird life. This accomplished and the victory is won. The desire to know which lies at the bottom of half of what we call cruelty, is thus met more than half way by such an insight into the inner life of a bird as will render it forever sacred.

Lastly, whatever the bird lover may make his own must be shared with those who like him need only encouragement to follow in the same path. In this double capacity of discoverer and sharer of nature's beauty, the bird lover finds his true place. If his work is done thoroly there will be no more Easter hats trimmed with bird corpses, suggestive of strangled songs and deserted nests:

"Bare, ruined choirs, where late the sweet birds sang."

The lessons of gentleness and love toward birds which the children learn at school will react upon this monstrous fashion and compel its abandonment. "And a little child shall lead them—" from bloodshed, and death, and thoughtless cruelty to a more Christian conformity with the golden rule.

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#### TO A SNOWBIRD.

DEAR little bird with bright black eye,  
If you but knew my eyes were kind,  
How swift the pretty form would fly  
Our shining porch-berries to find!

Dear little bird with fluttering heart,  
If you but felt my heart was true,  
That fairy figure soon would dart  
To sheltering hand held out for you.

Dear little bird with glancing wing,  
Did you but know I long to fly,  
Perhaps you'd sit quite near, and sing  
To me in my captivity.

Dear human heart, be not afraid,  
Thy need of food, thy dream of flight,  
He knows by whom the worlds were made,  
To speed thee on is His delight.

—*Frances E. Willard, in the Independent.*



## AFTER THE HOLIDAYS.—A CHAT WITH THE CHILDREN.

FROM THE GERMAN OF IDA SEELE.

(Translated by Bertha Johnston.)

IT was the first school morning after New Year's. The children in the kindergarten looked at the room door, full of expectation, for Tante Ida might come in at any moment. Suddenly the door really did open and the one expected did walk in. At the same moment resounded thru the room a happy many-voiced "Prosit Neujahr." Who had called it first and had won the New Year from the others one could not tell, but one thing was clearly seen, parents, children and Tante were dear to each other, and wished each other mutual happiness and blessing.

"Now," said the Tante as, upon her signal, quiet was restored, "there are no more New Year's presents which we can give one another, so we will give each other pleasure in another way. What shall I do to make you happy?"

"Tell a story," came from one side. "Teach us a new song;" "Speak a piece," from the others.

"Very well," said the Tante, "and you shall tell me what the little Christ-child gave you, and if you spoke your little New Year's wishes nicely, and you shall sing me a little song."

Then arose such a happy cry—"Yes, yes, dear Tante, that is beautiful. That is what we will do."

"But first we will do as we have done in other years, and not forget our morning song and little prayer," the Tante said, and sang in the name of the children a new song and prayer.

And now appear all the little doll children, which till now have sat quietly by the real children: ball ladies, peasants, nurses, children's maids with children, and also large babies in swaddling clothes, all come forth; also drums, sabers, guns, trumpets, helmets, and a great many beautiful picture-books—yes, the Christ-child had been very kind.

"I have received Schreiber's picture-book!" "I, Bohny's!" "I, Winkelmann's pictures!" "I, Red Riding Hood with the grandmother and the bad wolf!" "I, Struwpeter!" (which at other

times should not be at home in the kindergarten). Every child claimed to have the prettiest pictures, and the happy exclamations knew no end. It was no small labor for the Tante to see all the splendid Christmas gifts to admire, and particularly to look at all the many picture-books. After a breathing space she spoke: "What would you say if, all at once, all the picture-books disappeared and not one was to be seen?"

1. CHILD: "Oh, that would be a pity!"

2. CHILD: "We would ask our fathers to buy us new ones."

3. CHILD: "Then we couldn't see the lions any more, the painted ones; nor the coffee tree."

4. CHILD: "Nor the eggs in the nest in Schreiber's picture-book, at which my little sister always says 'Take one!' My little sister is still so small that her legs do not touch the ground, or she wouldn't speak that way. I know already what a picture is."

5. CHILD: "Not see the lions, did you say? then we can go to the zoölogical and botanical garden; there is a real coffee-tree there."

6. CHILD: "And we can always buy new picture-books; my father has a whole store full—he is a bookseller."

7. CHILD: "And my father has a library and a step-ladder too."

As the excitement over the possibility of having no more picture-books subsided a little the Tante said: "Each one has in his own way been right in his answer; and this shows me that you love your picture-books, and would not like to be without them. But just think! there was once really a time in which there were no picture-books; in which one could not buy one, and men had no zoölogical or botanical garden—those beautiful, living picture-books. That was indeed long, long ago; you were not alive at that time, nor your parents, nor your grandparents; it was many years ago, so many that you could not count them—three hundred years!"

One child speaks: "I can count once to a hundred, but it's a long time till a hundred comes."

"Now see," said the Tante, "when, after the first hundred you count a second and a third, and between every number let a New Year's day pass, that makes three hundred years."

CHILD: "Oh, that is too long; one would get tired."

"But now you may be glad; three hundred years ago the good man was born who gave the children the first picture-book, and

sometime I will tell you about him. What do you think shall my story be called?"

"The first picture-book," say the little ones; and so is it named.

"Before I tell you, however, you shall sing me a song and say your little New Year's wishes." And so it happened.

"And now leave your chairs, all of you, and make a circle; we will play a little and move ourselves around, so that we can listen quietly afterwards. We will all play, the mammas, the aunties, the dolls, and the sabers and drums, too; only the picture-books must look on."

The Tante placed herself in the middle of the circle and spoke: "Ah, how beautifully clean and nice your doll-children look; that is fine, and I wish you could always keep them so fresh and whole. And now I would like to look at my children and see if they are as clean as their little dolls. How is it with their stockings and their shoes? Have you taken good care while on the way not to dirty them unnecessarily? Can we be satisfied with you? And have you given your maids and nurses, and the good old washwoman, no needless work?"

"The thought of the busy washwoman reminds me of a little game which we will now play once. It is, indeed, more of a girl's game, so afterwards we will play for the brothers a game for boys. But the boys are always good to the girls and so we will play the girls' game first. Our game is easy and we sing,

Show your little stocking, show your little shoe,  
And look at the busy washwomen, do.  
They wash, they wash, the long, long busy day!  
They wash, they wash, the long, long busy day!

"Now what do the washwomen do besides?"

"They sprinkle, they wring, they dry, they mangle."

"Good; so we can also sing, 'They mangle, they mangle the long, long busy day.'"

"When we sing, 'Show your little stockings' etc., then we bring the right foot forward and the left leg bends a little at the same time, and when the left foot comes forward the right one bends a little, and at the words 'they wash, wring, sprinkle, mangle,' etc., we imitate the actions of the washwoman."

The melody? "Hinaus in die Ferne," as far as 'they wash,' etc., to these latter words a pleasing melody is fitted, that is 'Im Sommer, im Sommer, das ist die Schönste Zeit.'

The game was happily played, looked very pretty, and really stimulated the little ones to carefulness and cleanliness. Then followed a boy's game, in which flags, helmets, drums, etc., came in practice, and of course, the well-known "Soldaten müssen haben," in which those were perfectly happy who might stand in the center with some piece of military equipment. To close came a ring dance and a march, which brought the children to their places again. After quiet was restored "the story." To the girls I was obliged to promise a girl's story, and all about the big baby doll, but for today there had been enough.

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### A SURPRISE.

O H what beautiful things I found,  
Hanging almost down to the ground,  
From the roof of the little shed!—  
They all grew after I went to bed.  
Glittering and sparkling in the light,  
Just like diamonds pure and bright.  
I pulled them down in a shining heap,  
I wanted them for my own to keep.  
I carried them into the house to play—  
And hid them carefully all away  
In the bureau drawer, for of course I knew  
Mamma would want to see them too.  
I thought I'd give her a nice surprise—  
And how she would smile and open her eyes!  
But when she went there, after awhile,  
She opened her eyes but she didn't smile;  
For all her ribbons and laces were wet—  
I really can't understand it yet!  
There wasn't a ruffle she could put on—  
And all my beautiful things were gone!

—*Selected.*



## KINDERGARTEN LESSONS FOR MOTHERS.\*

MARION B. B. LANGZETTEL, NEW YORK.

### LESSON IV.—THIRD GIFT.

True knowledge of Nature and the outer world, and especially clear self-knowledge, early come to the child by dismembering and reconstructing real objects, altho by no means as yet by verbal designation of the various products of the activity and of the inner life of children. It leads to a clear arrangement of the feelings, and to the supervision and control of the emotions; it leads to a productive, judicious use of energy, and all this even when life still rests in undisturbed unity within the child.—“*Pedagogics of the Kindergarten*,” by Froebel.

IN the three former lessons we have considered only play-things which were unbreakable and undivisible. The time soon comes, however, when the child discovers that there is an inside as well as an outside to his toys, and the external handling no longer satisfies him. He desires to investigate the material world around him. He wishes the watch opened that he may see the wheels go round; dolls' eyes are pushed in to see what makes them move; drum heads are broken to find from whence comes the noise; and he takes apart his engine to discover what makes it go. “My child is so destructive I don't know what to do with him,” sighs the mother of a small two-and-a-half. “What does he do?” “Oh, just breaks all his toys, tears up all his books, and asks questions about everything.”

Doubtless there is no more critical period in a child's whole life than when these symptoms begin to develop. He is discovering that things can be other than they seem; that the external is not all of life. That there is a power within himself to change material; that behind effects are causes, and back of his action is the power to will.

“What is back of your eyes, mother?” asks this small boy of three years. And at another time remarks to his mother, deep in thought, “What are you meaning, mother dear?” Unmistakable signs that the child is getting deeper and deeper into his own nature manifest themselves at every turn. His language changes from the third person where “John wants,” “John can,”

\* Mrs. Langzettel, formerly of Pratt Institute, will contribute this series of articles for beginners, and will answer all questions sent thru the columns of the KINDERGARTEN MAGAZINE.

and "Did you see John do that?" to "I want," "I can," and, "I will." Can one guard too closely this phase of growth, or reverence too deeply this invisible inner ego which is groping to understand itself.

Realizing that the deepest craving of all inner life is to see itself expressed in some external form, and realizing that thru this mirror of actual experience one comes to self-consciousness and a knowledge of one's limitations and powers, we shall attend more closely to the first faint reaching out of a child to distinguish between the inside and outside, and read in this activity a prophecy of future self-knowledge and self-mastery. For the child to attempt to investigate even his ordinary playthings is too often only an experience of destruction and sorrow. Mechanical toys at this period are beyond the child's grasp, and seeking for the cause of apparent life he finds only broken fragments remain.

To provide the child with complex, fragile toys during this time is to thwart his instinct for construction and prejudice his development. To see destruction as the only result of a child's desire to alter his toys is to misjudge the motive which has stood behind all progress, and led to all invention.

If we are keen in our judgment we shall see in his attempt to change material a desire to reconstruct. He pulls apart that he may put together. He destroys a thing that he may find its parts and re-create it again. So important did Froebel regard this desire to investigate and make over, that he has provided a whole series of divisible playthings, developing gradually from very simple divided forms, where each part is merely a repetition of a complete unit, to those where the parts are most unlike the whole.

They are a simple evolution from his former toys or gifts, and have outwardly the appearance of the sphere, cube, and cylinder, while inwardly they correspond to growing things which have been personified in the child's former plays, and with which he comes into frequent contact. Thus balls, cubes, and cylinders which can be opened and shut, sliced and divided, may still remain unbroken, and they become the mediators which help the child to understand himself as well as things around him.

By playing with these gifts the child may gain an inkling of the manner in which growth takes place in the surrounding world.

He may trace the progress of nature by which the life within works itself into new and ever-varying forms.

The divided cube introduces him into the forms of the mineral kingdom. Balls within balls are found over and over again in vegetable growth, and onions, beets, seeds, and flowers have living connections thru his beloved playthings. Cylinders within cylinders make clear the growth of trees as each year's growth adds strength and fiber.

And then the joy of opening and opening and opening, until at the heart you find a tiny baby center, just like the outside only smaller. Where you had one toy you now have many. Alike save in size is interpreted by the baby-mind as father, mother, and family.\*

One finds, also, many race toys constructed upon this same principle. Among the Japanese are eggs within eggs, boxes within boxes, and cylinders within cylinders. Nests of baskets and blocks are an unending source of amusement and delight to little children, and grow from seemingly small dimensions to tall, graduated towers and ascending stairways. There seems to be a natural longing in every human heart to penetrate below the external of things, and beyond the present into the future. Happy the child whose early experiments reveal to him a correspondence between the outer and the inner.

Complexities only baffle and perplex, and lead to false conclusions. Not only should a child find a likeness between the inside and the outside of things, but he should find also harmony between the word and the deed of his attendants.

A little child of my acquaintance came running to her mother one day with this complaint: "Mother, nurse says I'm a bad, naughty girl." Surprised at the remark, and taking the child quietly by the hand, she looked directly into her eyes, replying: "Are you quite sure, Dorothy?" "Well, mother, she *thought* so, anyway." So keen was her feeling for the hidden that she felt the unspoken word. To say one thing and mean another is wrong at any period of development, but it is certainly most injurious to a child at this critical period to discover any discrepancies between thought and action.

Let us watch for awhile the little child when his mother gives him his first divided gift—a cube two inches in diameter divided

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\*Glidden, "Balls and Cubes."

into eight one-inch cubes, all inclosed in a little wooden box and called "Froebel's Third Gift."

The daily play hour, if systematically utilized, always brings with it a delightful sense of anticipation.

The mother slowly withdraws the cover to the little brown box, and the child finds apparently an old friend in the cube before him. Attempting to seize the block he is surprised to find its new characteristic. What was one block is now many, and a laugh of joy shows his delight at its altered form. His first impulse seems to be to put them in the box again, and trial after trial must be made before he succeeds in fitting the many into one. Opening and shutting the box and putting in and taking out the blocks gives great pleasure, and becomes gradually easier and easier until completely mastered.

Another day the mother playfully puts one block on top of another, and gradually builds them all up, singing, meanwhile, at each succeeding step. Baby quickly knocks them down with a gurgling laugh and a request for more. Repeating this play for a time the mother finally suggests that the baby place one block while she places another, and coöperatively they build a tall, strong pole or tower. Taking the blocks down one by one, comes as a step in advance after knocking them down, and changing to long trains and walls also delights the baby and becomes an incentive for him to arrange and rearrange the blocks. Chairs, tables, houses, and many surrounding objects, are eventually made during succeeding plays. These lead to playful conversations and stories regarding the origin and use of the forms made. Dividing and subdividing the cube, combining and recombining its parts, literally turning it inside out in various ways, gradually develop ideas of number transformation and more definite detail.

Games of many kinds can later be played by dividing the cube into two parts and placing one for a center and the others around, and seeing how one can get the blocks from inside out and outside in to the center by simple moves and no jumps. Flower and star forms are in this way made and changed, and countless patterns can be discovered by the child if he has these simple laws for his guide.

"How one form busts into another," exclaims one small kindergarten youth, as the joy of transformation dawns upon his mind. At the end of each play the cube can be returned to the



box unbroken and unharmed. Gradually clearness of thought, skill of hand and knowledge of one's self replace vagueness and lack of ability.

The child may be allowed to play with the blocks as long as he plays quietly and thoughtfully. An occasional suggestion when you see he has exhausted his own resources may aid in awakening new interests. Stories and songs aid in clearing his own attempts to express himself, and naturally little by little and day by day we may trace inner growth as a progressive process.

"Let us show in life only union and harmony with singleness of purpose, and hence reveal the divine." If here you cannot see you must have faith in the germ that it may produce the flower and fruit of creative life in harmony with the general whole.

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#### THE HEART OF YOUTH.

"**A**H, the world is old," so the sages say,  
Shaking wise heads and white—  
The fields are bare, and the sky is gray,  
Life hath no more delight.  
Does tired Winter remember May?  
"The world is old" . . . so the sages say.

But the poets sing, "Ah the world is young,  
Today is the day of days!  
The sweetest still are the songs unsung,  
And best are the untried ways.  
The world is old with the old, in truth—  
But the world is young with the heart of youth.

—*Madeline Bridges.*

PROF. W. D. MAC CLINTOCK AND "MOTHER GOOSE."

PROF. MAC CLINTOCK'S lecture on "Mother Goose," given in the University of Chicago Extension Course, is most helpful to those desirous of giving to children the right mental food, and who are seeking for some law of selection. He devotes a few brief words to the rise and growth of these popular rhymes and tales which date from the tenth to the eighteenth century, having no one author and no single source. The first collection was made in 1797 by the French writer, Perrault, under the title "*Contes de ma Mère l' Oye*," whence our "Mother Goose." John Newberry was the first English publisher of books distinctively for children. Oliver Goldsmith collected and edited the material for this then new departure; their "Mother Goose" appeared in 1760. The first American publishers were the Boston firm of Munroe & Francis in 1824, while the earliest scientific collection was made by Halliwell in 1842. Professor MacClintock was quite decided in his statement that there are no valid reasons whatever for the popular supposition that these delightful rhymes were written by Mrs. Goose of Boston. There was undoubtedly a Mrs. Goose of that city, and it is likely that she sang these jingles to her children, but there is no evidence that she had any part in their making. Most of them antedate her age by many centuries. As W. T. Stead says in an English penny edition of "Mother Goose": "Little Bo-Peep is now and has been for hundreds of years a heroine better known to English-speaking people than any of Shakespeare's ladies or England's queens. No one knows when Little Jack Horner first gained the fame compared with which Napoleon's is but a morning mist, but he was probably familiar to the men who fought at Agincourt, possibly to those who fell at Hastings."

Since they have then attained to an integral place in our child literature, and have so well withstood the alleged fickleness of popular taste, it follows either that child nature is more constant in its likings than the grown world, or else that "Mother Goose" has intrinsic merits that have conduced to its long survival and that make it worthy the study of the psychologist and the litera-

teur. Professor MacClintock's acute analysis of the collection proves its value as a source of pure pleasure and indirect means of education to the little child. To appreciate its importance we must of course know something of child-nature. Professor MacClintock suggests that one key to this which deserves more study, is a knowledge of "how a child reacts in the presence of the unknown. Of what is he afraid?" We must learn to analyze his tastes, his likes and dislikes. Meanwhile his education is proceeding, for education starts with actual living; with his relations to food, clothing, play, etc.; his daily training in order and conduct. Alas for those children who are continually subject to the commands, "be quiet!" "behave!" "sit still!" when only wholesomely and naturally active; little ones whose parents are so intent on the vision of these children as they *are to be* in the distant future that they look completely over their heads today, unconscious of the delicate inner butterfly life that needs present sympathy and help, the life of the imagination.

"The imagination is the most sacred of all faculties," and to leave children till seven years of age to their own literary tastes is to leave them thus too long, the child mind resembling a sensitive plate in its ready response to impressions. Professor MacClintock believes with many other educators, that if a child *must* be given to the care of nurses, better do so after than before he is three years old; those first three years are too precious to be subjected to any but the most wholesome influences. Realizing, then, the importance of early impressions, what do we find to be the literary tastes of a child and how are they satisfied by "Mother Goose?" In the first place, a child demands *action*; it may be irrational, without sequence or meaning, but movement there must be; "surprises, tricks, puzzles, unexpected turns of fancy delight him;" "the fairy world of free play for the imagination" he claims for his own, and again he asks for pure nonsense and fun; heroism, power, quick success, and poetic justice as well, he will require at our hands; and these, whenever possible, must be set "to the music of verse." If his natural needs in these respects be not supplied directly by the thoughtful parent, the child is obliged to satisfy his instinctive craving by creating the ridiculous out of the higher, more sacred literature with which his imagination may be fed. Suppose we consider a few of these jingles. "Hey-diddle-diddle" may lack logical sequence, and un-

doubtedly is to be discredited as a scientific statement of fact, but it is this very lawlessness, this complete freedom of the imagination, the quick succession of varied activities which charm us all.

"The mighty king of France," the "Old woman who lived on a hill, and if she's not gone she lives there still." "Little Miss Netticoat," "Humpty-Dumpty," etc., furnish some of the riddles and surprises in which we all take so much delight. "Jack the Giant Killer," "Cinderella," "Jack and the Beanstalk," which properly come under the head of Mother Goose tales, furnish some of the marvelous and heroic elements demanded by the child nature; they bring him into a world where mind is master (thus pre-saging the highest spiritual truths) and at the same time satisfy his sense of justice. Does he not see the evil doer punished while the deserving are ever rewarded, and Prince Charming always wins his Princess. Are not the clever brains of the small and weak always a match for the bodily size and strength of the clumsy villain. In the comparative difference in size and strength between himself and his elders, if nowhere else, the child finds a suggestion of gianthood; he knows what it is for the weak to be pitted against the powerful—has he not had experience? But there are those who, while ready to acknowledge that "Mother Goose" gratifies the child's tastes, are fearful lest it at the same time vitiate them and injure morally. Let us see if there be such a danger? Undoubtedly there is, unless out of the vast storehouse which the centuries have filled we are able to select wisely. This selection we may make, assured that the child fails to see many evils which we with our larger experience are apt to read into the verses, but of which the child is utterly oblivious. Take, for instance, "Taffy was a Welshman, Taffy was a thief," which probably dates back to those early days when feuds were rife between English and Welshmen. The *action*, the lively scrimmage is all that the child cares for; he won't be tempted to stealing because of his interest in Taffy's adventure. Indeed the verses show very plainly the result of evil-doing and the law of tit for tat; how weak and namby-pamby appears the new version written by some troubled moralist.

"Taffy was a Welshman,  
Taffy was a *chief*;  
Taffy came to my house  
And *bought* a piece of beef."



Against such attempts at direct preachment Professor MacClintock advisedly warns us; it soon becomes weak sentimentality, losing all force and virility; nevertheless morality and suggestions of educational value are not wanting:

"A diller, a dollar, a ten o'clock scholar,  
Why did you come so soon?  
You used to come at nine o'clock,  
And now you come at noon."

illustrates the gradual formation of a bad habit, and contains a gentle thrust at unpunctuality. "Simple Simon" shows to the child that fundamental law of life, that you must pay for what you want; and "Pussy-cat, pussy-cat, where have you been?" seems like a continuation of the same philosophical thought; we get out of our opportunities and privileges just what we bring to them. A cat *may* look at a queen but will probably have eyes for the mouse only. The box-holder may not hear at the opera what the standing shop girl does if she have the hearing ear. But there are other educational characteristics of "Mother Goose." "Baa-baa, black sheep," "Mulberry bush," "Pat-a-cake," and others are related to the child's daily life, and suggest the interdependence that links us all together. Other rhymes identify the different parts or the members of the body, or acquaint him with the alphabet, as in the story of the "Apple-pie," or with numbers, as in "One, two, buckle my shoe." And to quote again from Stead concerning Cock Robin: "It would be interesting if one could get to know the facts and figures, to cipher out how many English-speaking people know about rooks and kites and thrushes and wrens solely from this nursery rhyme."

Thus thru these merry jingles is the child introduced to the traditions and folklore which are a part of his race heritage; he listens entranced to an abridged version of some old ballad, or falls asleep to the "Rock-a-bye, baby," which lulled the infant cries of his hardy ancestors. And even as according to Scripture the Divine Principle assumed the form and nature of man that thereby it might lift him to higher life, so the true, earthly father disdains not to become as a little child, a playfellow and friend of his wee one, that thru truer sympathy and understanding he may help that child to grow to larger life—and here again does "Mother Goose" prove of service, offering a common ground whereon parent and child may easily meet. But tho "Mother

Goose" has its legitimate place in the child's library, it should not constitute his sole mental pabulum. He should become acquainted with well-chosen selections from the nobler literature and from books of science as well. If experience of these three kinds of literature be afforded him in parallel lines his taste will develop normally, and in time "Mother Goose" will cease to be a need, and will retire gracefully to the background, with the curtsy of a Mother Hubbard, content to have filled well an humble but important office, and sure of a lasting place in the affections of her innumerable protégés.

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#### A MOUSE-TRAP.

**M**R. MOUSEY made a trap,—  
He was so very handy;—  
Mr. Mousey made a trap,  
And baited it with candy.  
He set it in a likely place;  
And shortly to his joy, oh!  
His little wife came running up  
To say he'd caught a boy, oh!

"But what to do, dear Mr. Mouse?  
We cannot kill and eat him,  
Or lock him in our little house,  
Or even pinch and beat him!"  
Said Mr. Mouse, with puzzled air,  
"I never thought of that, dear;  
'Twould be no joy to keep a boy,  
Let's give him to the cat, dear!"

—*Cassell's Little Folks.*

## Normal Training Exchange

For Primary Teachers and Kindergartners.

THE question as to the expediency of two-session kindergartens is being agitated in parts of the country which, however remote as to space, appear quite one as to thought. We are pleased to open our pages to an expression of opinion upon this very important subject.

SUPT. GEORGE GRIFFITH,

of the public schools, Utica, N. Y., is studying the matter thoroly and at first hand. Beginning with material which was nearest to him Superintendent Griffith requested of all principals having kindergartens in their buildings, and of all kindergarten directors in his city, a vote upon the expediency of the two-session day, and a statement of reasons for or against. All responded. The vote showed that *none* favored a two-session day.

The reasons favorable and unfavorable are summarized as follows by Superintendent Griffith:

### Reasons Against Two Sessions.\*

If the children are the same:

Hours are too long for that age. Children need a nap (13). Mothers would object to dressing children twice a day and then have them home from 11 A. M. to 12 M. (12).

From 9 A. M. to 12 M. is worth as much as from 9 A. M. to 11 A. M. and 2 P. M. to 4 P. M. (2).

Many children come with older brothers and sisters, and would wait for them until twelve o'clock anyway (5).

If different children:

Hours are too short for efficient work (19).

Some work would need to alternate by days and continuity of work would be lost (9).

Better to keep younger and older children together. Two sessions tend to separate (1).

Few parents *wish their* children to attend in the *afternoon*.

In either case:

Mothers' meetings and calling at homes would be practically impossible, and the bond between home and kindergarten destroyed (17).

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\*Figures in parentheses signify number of votes.

Children of kindergarten age not in proper physical condition in the afternoon; they are tired by the morning kindergarten (17).

So much time required in preparation of work. (All.)

Kindergarten work most exhausting of all teaching, and hence shorter hours are justified (15).

Afternoon sessions could not have helpers from training schools (1).

Kindergartners in other cities speak against it from experience.

#### Reasons for Two Sessions.

In some localities it would keep children off the streets and in better surroundings (11).

Shorter hours in the morning will be advantageous for assistants who are in kindergarten training school (1).

More children would have the benefit of the kindergarten (6).

Children are tired after eleven o'clock (1).

Better grading of kindergarten children is possible. (Some claim this would not be wise) (1).

In addition to this Superintendent Griffith sent out the following list of questions to school superintendents, receiving replies from thirteen cities:

1. How many kindergartens in your system of schools? How many paid kindergartners? How many unpaid assistants?

2. What is your present average daily attendance?

3. What are the hours of daily sessions for kindergarten? For first grade children?

4. If you have two sessions a day, do the same children attend both? The same teachers?

5. At what age do you admit children to your kindergarten? To your first grade?

According to the returns five cities have one session only. The Springfield kindergartens have a session from 9 A. M. to 11:30 A. M. In the *afternoons* of pleasant weather children from poor homes are taken for field walks, etc.

Three of the five schools which have afternoon sessions have different children for the two sessions, two have the same children, and all have the same teacher.

The remaining two cities have systems which include first grade work in afternoon sessions, with same teacher and same children in one case, but different children in the other.

Besides these inquiries, letters were sent also to several leading educators, requesting their opinion as to the value of two sessions. All the replies were unfavorable. Such is the data thus far gathered by Mr. Griffith.



In her history of the "Free and Public Kindergartens in Philadelphia" there is a strong word from

**MRS. CONSTANCE MACKENZIE DURHAM.**

The good kindergartner earns a living salary whether she receive it or not, not only because of the delicate and difficult nature of her work, but also because of the time she must devote to the proper conduct of a kindergarten. I have already indicated the kind of education which a young woman should bring to the profession of kindergartner. Suffice it to say further that all educational authorities are now agreed that, owing to the importance of early stages of education, and the difficulty of the task of directing aright the development of the youngest children, the best and most experienced teachers should be appointed to undertake it.

There is a tradition which still lingers even among many in the high places of the educational cult, to the effect that a kindergartner gives only three hours a day to her duties, and that therefore even the low salaries which are now paid are compensation in full for her services. This argument has always been foremost in every movement made in opposition to requests from the body of kindergartners that they be given living wages. It is an argument which, even in the early days when other reasons might have been legitimately advanced in favor of low salaries, was always capable of being refuted by a glance at the record of time in the home visiting. At this late date, however, when by the slightest reasonable inquiry the full time-scope of the labors of the kindergartners may be readily ascertained, there can no longer be excuse for ignorance as to a kindergartner's hours. The kindergarten is in session three hours. But to the kindergartner, whose freshest energies are during that time exclusively devoted to the children, that period is but a part of the working day. All her preparation for these three hours—the making of the program, with the constant study and reference it requires; the examination and arrangement of the children's work; the visits made to the homes, which, altho not definitely exacted duty, is still accepted as necessary by every good kindergartner; the meetings and classes which a progressive woman must attend—all these outside duties which, in the interests of good kindergartens, cannot be slighted or set aside, must in fairness be included in the count of an up-to-date kindergartner's hours.

It is clear that the question is not answered by the oft-repeated assertion that a kindergartner is free to use her afternoons for other employment in order to increase her salary. No sooner does she do this than she cuts herself off from the opportunities open to those whose afternoons are free for careful preparation and study. This is shown in the cases, happily now rare, in which a kindergartner serves in the kindergarten for two sessions daily.

The compulsory neglect of class attendance is stamped upon her work. She misses essential opportunities enjoyed by kindergartners who have morning sessions only, and whose afternoons are free for the further service of the kindergarten. She "has no time" to progress; and as a consequence, no matter how earnest may be her desire to keep up with the time-spirit, she finds herself eventually behind the prevailing thought of the day, rusty and out of date.

If, on the one hand, the efficient kindergartner earn a living wage, it is equally true that she needs it. That she earns it is sufficient reason for giving it to her. Nevertheless, it is well to remember that when one wants a good thing the way to get it is to pay for it, and the way to keep it good is to provide for it favorable conditions. From a strictly business point of view, therefore, with all sentimental considerations eliminated, the kindergartner is entitled to a higher salary than the low maximum at present possible to her. Women of good training and progressive spirit, of culture and refinement, are what the city wants; and to be these things, and to live up to the standard set by their employers, a money margin is necessary of somewhat more extensive scope than that allowed by prevailing salaries. Books, magazines, study classes, attendance upon conventions and visits to good work in other places—these things, necessities to a cultivated woman, are not to be dreamed of by a self-supporting kindergartner on a maximum salary of \$475 a year for the direction of a one-session kindergarten. One cannot make bricks without straw. If high attainment be required and given it can be sustained only by fair payment in exchange. Since the adoption of kindergartens by the city salaries have been twice increased by councils. Petitions from kindergartners for further increases have always been indorsed by the board of education but defeated in city councils.

The character and scope of the kindergartner's duties has thus too generally been undervalued and misunderstood. And along with this undervaluation of the significance of the department of kindergarten has naturally followed a miscomprehension of the office of director of kindergartens. Like the assistant superintendents, the director of kindergartens knows no special hours of service. Her time belongs to her department whenever it needs her, and it needs the best she has to give morning, noon, and night. Nor is the importance of her service to be measured by numbers. If kindergartens are few her power concentrates itself; if they increase in number her responsibility increases, it is true, in a sense, and the distribution of her service varies, but few or many, all her strength is devoted to the department she directs. She is ready also to carry the influence of the city she represents into other places that may need fresh contacts, or that ask for help; and she must find time to grow, that her department may

represent progress and development. In order to uphold the dignity of the important position of director of kindergartens, therefore, it would seem to be not too much to suggest that it be placed in every respect on an equality with the position of assistant superintendent, under the actual as well as the nominal direction of the superintendent of schools, a corporate part of the department of superintendence.

To the foregoing words from Mrs. Durham we append the following:

MY DEAR MISS HOFER: In addition to the objections which I have already advanced against all-day kindergartens in my report, let me draw your attention to another. The all-day kindergartner, at least in Philadelphia, has put upon her the enormous strain of six hours' work a day in the kindergarten, exclusive of the time necessarily spent in preparation, home-visiting, etc. This strain under work, admittedly of the most difficult nature, as dealing with children of tender years, is, in my experience, most hurtful to the kindergartner and to the kindergarten. The kindergartner's forces become exhausted. She is rushed and hurried, and the children live for three hours daily in an atmosphere of unrest. I have invariably found that as soon as the peacefulness of the kindergarten is in any way invaded the danger to be anticipated is that of overstimulation and excitement; and I may add that I have never seen an afternoon kindergarten under an all-day kindergartner in which this element of American rush was missing.

Very truly yours,

CONSTANCE MACKENZIE DURHAM.

The *New York Education* is one of the New York magazines which protests against such a movement, and

FANNIEBELLE CURTIS,

of Brooklyn, makes the following clear argument to the superintendent of schools and board of education apropos the two kindergarten sessions:

I desire to add a brief word on the point of the pressure for two sessions that comes from those who do not understand the nature of the kindergarten work. The kindergarten committee, and you also, have held for one session of kindergarten work, even tho children stand waiting to be admitted. We feel that a compromise on this point would seriously hinder the future work.

Those who have made an extensive study of the kindergarten, as well as practical workers, know that the kindergartner who keeps herself equal to the versatile and exhausting demands of the work is not equal to a second session with children.

However, the afternoon time of our kindergartners is fully occupied, and a second session would do away with much of the

study of home conditions and mothers' meetings which are so vital.

Again, it seems that the far West is fronting this same question. From the Santa Ana, Cal., *Blade* for October is taken this item:

#### ARE THE CHILDREN TO BE SACRIFICED?

In the instruction of little children it is a well-known fact that their minds are more receptive in the morning.

This is due to the fact that after a night's rest the child is in the very best of condition, both physically and mentally. After a forenoon of activity in any direction infants and young children must have rest, and if they miss it, not only does the parent and teacher suffer, but the child suffers most of all.

Owing to a lack of room for the Fifth grade there is some thought of moving the kindergarten from First street to the Jennings block, giving their present quarters to the Fifth grade. If this is done it will be necessary to have an afternoon session of the kindergarten, as Miss Martin holds her kindergarten in the forenoon.

Can parents conscientiously start the little folks off to school every afternoon, just at the time when they should be going to bed for their afternoon nap? We think not.

It is to be hoped that the board of education will find some other way to provide room for the higher grade, as any benefit gained for it at the expense of the little folks is too dearly bought.

RESIDENT.

In confirmation of the experience of others elsewhere comes this word from Chicago, in a letter to the editor, from

#### MEDORA D. GAMMON.

MY DEAR MISS HOFER: It seems to me that to hold two sessions a day is never best, as children of five are never as receptive in the afternoon as in the morning.

In one kindergarten where different sets of children are received each day, those who come in the afternoon seemed weary, and one or two of the younger children succumbed to the drowsiness which attacked them, particularly during the warm weather. It is certain that the kindergartner was overworked.

In another kindergarten, where some of the children came for two hours in the morning and one hour in the afternoon, much dissatisfaction was felt because the young ladies engaged in assisting did not succeed better in holding the attention of the children in the afternoon. The fact that both children and kindergartners were exhausted did not seem to be taken into account. Experience in the ordinary kindergarten which holds one session, and that during the forenoon, seems most satisfactory. If the kin-



dergarten is planned to benefit the child there can be but one opinion.

Sincerely yours, MEDORA D. GAMMON.

The verdict of disapproval thus rendered by those kindergartners and educators of longest and widest experience is as decided as it is unanimous. We would add yet one other argument to those already given. Behind the thoroly trained kindergartner lie four years of high school or their equivalent, and two years of earnest hard work in the training school. Every added year of experience renders her more resourceful, increases her insight into child nature and her capacity to strengthen and inspire her assistants. The value to the community of these acquirements cannot be measured. They come with time and experience alone. Two or three years of double duty, with the discouraging consciousness of ideals but poorly realized, will wear the nerves, dull the enthusiasm, paralyze the joy, fret the sensitive conscience, and turn into a machine the one who entered upon her vocation as upon a sacred and joyous life-work. If we want leaders and teachers of teachers in the *future*, we must give them opportunity to grow in the present. We must view the kindergartner not only as a present teacher of children, but as a future trainer of teachers. We must not kill her off or disable her in her first years of service.

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#### THE CLOCK'S STORY AND RIDDLE.

I am going to tell you the very riddle and the very story that the clock would tell you if it could speak.

This is the riddle—

“My face is as round as yours, little girl,  
But I have no eyes to see;  
My hands are busy the livelong day,  
As busy as they can be;  
Sometimes I speak that you may know  
How fast the hours and minutes go.”

—*Agnes Lewis Mitchell in Youth's Companion.*

Can you guess it? Now listen to the story:

The first time-teller, which you might call the great-great-great-grandfather of the clock, didn't look anything like a clock. It was much more beautiful than any clock that you have ever seen. It was—now I know that you will think it a strange time-teller—it was a rose that grew in the far East, where Christ was born. The shepherds used to tell time by this flower, which began to open just as the sun showed its first bright beams in the morning sky.

This rose was a very delicate flower, for it did not last several days as our roses do, but only one morning. It opened slowly, slowly thru the morning; and at noon, the time when you go home from kindergarten, the pretty petals were all on the ground.

The tulip-tree was another queer thing that the people of that time used in place of the clock. At twilight, that is when it begins to grow dark, you know, the buds of the tulip-tree would open and then the petals would fall. Wouldn't you laugh to hear mother say to you: "It is time to get up, little boy, little girl, the rose is blossoming;" or, "Come to lunch, the roses have fallen;" or, as the night comes on, "To bed, to bed, I see all the tulip-tree blossoms on the ground."

Men used to tell time by the stars, too, and even now the only way that the captain can keep the correct time, as his ship sails across the great ocean, is by the stars, which he looks at every night.

A long time after this people used to tell when the right time had come for them to do certain things by the sun-dial. If you should take the face, or dial, from a clock, put an upright stick in the center and then place it outdoors in the sun, you would have a sun-dial. When the sun shone on it the stick would cast a shadow picture of itself on the dial. This shadow would point at each of the hours in turn, as the sun told it to do. The sun-dial could only be used in the daytime, because at night, you know, the sun does not shine where we can see it, altho it is shining for the people on the other side of the world, and without the sun there could be no shadow picture of the stick; so how do you suppose the people told time after dark. Why, they had to use the stars again.

Do you remember the song, "Good Morning, Merry Sunshine!" how it tells the story of the going away of the sun?

"I never go to sleep, dear child,  
I'm shining all the night,  
But as your world keeps turning round  
It takes you from my light;  
And when it brings you back again,  
You'll find me waiting here  
To smile a bright good-morning down  
On all you children dear."

Now I will try to tell you, just as the clock would, about the next time-teller. It was made of glass and wood, and was called

the hourglass, because it was made of glass and ran one hour. The glass part was shaped like two hollow eggs joined at the small ends, with part of the large ends at the top and bottom cut off. On the top and bottom was put a piece of wood that looked exactly like a slice cut from the end of your cylinder, and then between the ends were four little posts. In the upper part was sand which took one hour to run thru the small hole in the center. Can you think just how the hourglass looked? When the sand had all run thru the hole, how do you suppose it was made to run again!

A long, long time ago a water-clock was invented by the Chinese. Invented is a long word, isn't it? but you really know what it means, for you invent very often in kindergarten; every time that you make something, all yourself, from the playthings there. See if you can think a picture of the water-clock after I tell you how it looked. It had a vase for the upper part; from this vase the water fell drop by drop into a glass vessel. On the sides of this vessel were numbered marks. As drop after drop fell from the vase, the water in the vessel rose higher and higher, from one mark to another. If when it reached the first mark it was five o'clock in the morning, then when it had climbed to the fifth mark it would be nine o'clock, the time when we sing at kindergarten--

"Good-morning, good-morning, good-morning to all!  
The clock points the hour and we come at its call."

The little children of those days had no kindergarten to go to, and so could not sing this pretty song.

Later the water-clock was made more like our clocks. It had a face and hands; inside were wheels moved by the water. These wheels made the hands move round and point at the marks on the face, as our clocks do now. We have a spring now inside of our clocks instead of the water to make the hands move. I am afraid that I cannot make it clear to you how these springs work, but perhaps somebody will show you the inside of a clock and then you will know what makes it go. One of the kings of Persia had such a large water-clock, all made of glass, that he could walk into it and see the works. I would like to see that clock, wouldn't you, and all the other strange clocks that have ever been? I can't tell you about half of them.

Another king, Alfred of England, used to tell time by candles. Each one was just long enough to burn two hours. Now this is the end of the clock's story, but I know that all the boys and girls who live in America will be proud and happy to hear that the very best clocks are made in your country. If the clock could hear I think that it would be delighted to hear you sing its song, "Tic-Tac."

JENNIE AGNES KIRK.

## MOTHER-PLAY BOOK STUDY QUESTIONS.

### FOURTH SERIES. XII.

SUSAN E. BLOW.

#### *Lesson of the Little Artist.*

(See Froebel "Mottoes and Commentaries," also "Songs and Music.")

[EDITOR'S NOTE—Miss Susan Blow's new book is called "Letters to a Mother." This book discusses in an untechnical but direct way the questions which have made up this study series. Mothers and teachers who have repeatedly written for additional help in their study of this course will find their help in "Letters to a Mother." Price \$1.50. Sent by return mail by addressing Kindergarten Literature Company.]

#### SONG OF THE LITTLE ARTIST.

Oh now we'll draw such pretty things!  
See! little birds with outspread wings;  
The sloping hill o'er which they fly  
To reach a tree with branches high—  
The tree these birdies love the best,  
Because it holds their own dear nest.  
  
That was the birdies' home, and here  
We'll draw the children's home, so dear;  
And leading to the very door  
Are all these steps—one, two, three, four.  
The window now we'll draw, where we  
Look out so many things to see.  
  
Oh window clear and bright, 'tis you  
That let the lovely light pass thru!  
When sunbeams on this mirror fall  
The light-bird dances on the wall.  
  
Now, if you could but look behind  
The house, this rippling brook you'd find,  
Where swim so many silvery fish;  
And if to cross the brook you wish,  
Why, here's the bridge so safe and dry.  
Shall we go over, you and I?  
  
What's this? A watering-can like ours,  
To fill with water for the flowers.  
And now we draw a ladder—see!  
A long, long ladder it shall be.  
No wonder baby thought he soon  
With this could reach the shining moon.



Now here's a cozy pigeon-house,  
Not hid in any leafy boughs,  
But set upon this pole so tall;  
Here safely live the pigeons all,  
And coo with voices soft and low  
As in and out their house they go.  
Down far below them, on the ground,  
The hen and chickens walk around.  
And see! a rabbit next appears;  
Oh bunny, you have such long ears!  
And here's the farmyard gate, which we  
Should always close so carefully.

Now, for the carpenter, we'll draw  
A hammer--see! and this sharp saw;  
And always gratefully we'll tell  
About the house he built so well.  
We have more friends like him so kind,  
We like to bring them to our mind.  
So, baker, since our bread you bake,  
An oven now for you we'll make.  
And, miller, for the wheat you grind,  
This flour barrel you shall find.

Good farmer, here's your harrow now;  
We'll draw, besides, the useful plough;  
A wagon, too, to load with hay,  
Or grain or fruit, some harvest day.  
And now we draw a wheel alone,  
Where hub and tire and spokes are shown.

But look! Far over in the sky  
A dazzing wheel shines there on high--  
The glorious sun, whose spreading rays  
Bring many golden, happy days,  
And when night darkens all the blue,  
The twinkling stars come peeping thru.

Our eyes the wondrous windows are  
Thru which we gaze on sun and star;  
And sometimes what we see on high,  
We find in beauty nearer by;  
For star shapes glitter in the snow,  
And star flowers, too, the meadows show.

And now we'll draw the moon, whose light  
Makes beautiful the silent night.  
Sometimes a crescent, thin and clear,  
Sometimes a big, round, silver sphere;  
But whether round, or like a bow,  
It is the same dear moon, we know.

Now we will draw but one thing more,  
And that shall be the big church door.  
But drawing is such happy play,  
We'll surely draw again some day.

## QUESTIONS.

2730. What does Froebel say in the "Education of Man" of the relation of the work of art to the artist? ("Ed. of Man," Hailmann's Translation, pp. 153-158.)

2731. How does he connect the human work of art with God's work of creation?

2732. What does he say on this subject in the final paragraph of his Commentary to the Little Artist?

2733. What does he say in paragraphs three and four of the necessity of the child to re-create his little world?

2734. What does he learn thru this *re*-creation?

2735. In Froebel's conception does the knower precede the doer, or the doer precede the knower?

2736. Is the doer merely the predecessor of the knower?

2737. What do you understand to be the meaning of apperception?

2738. What does apperception imply?

2739. Do you think that the child's productive activity in any degree determines his interpretation of the world around him?

2740. To your mind what is the significance of Froebel's use of the archetypes of nature as the playthings of the child?

2741. What is the significance of his insistence upon respect for the relationship of wholes and parts?

2742. What twofold result from his stress upon the principle of inner connectedness?

2743. How does he illustrate the principle of the "mediation of opposites"?

2744. What is the value of this illustration?

2745. What does Froebel mean by saying that the gifts in their totality are both a key to the outer and an awakener of the inner world?

2746. Name the series of the Froebellian gifts in their completeness.

2747. Read over five times Froebel's Letter, entitled "A Complete Epistolary Statement of the Means of Employment of the Kindergarten," and then restate all you can of it in your own

words. (This letter is contained in "Education by Development," Appleton International Education Series, Vol. XLIV.)

2748. Explain the organization of the kindergarten gifts as given in this article.

2749. Why do you suppose Froebel made three divisions?

2750. What do you understand to be the distinctive peculiarity of the third division?

2751. Why is it called the "Division of Transformation?"

2752. What do you think of Dr. Van Liew's criticism of the kindergarten as given in the following passage from his article entitled, "Mental and Moral Development of the Kindergarten Child:"

"To touch more closely the question of the kindergarten age Miss Harrison tells us (See *Home and School Education*, June, 1899, page 510): 'When we realize that the tools of the kindergarten make the child conscious of evolution in nature and of geometric construction in the works of man, we then, and then only, begin to realize the greatness of Froebel's Gifts and Occupations.' Assuming this statement to be correct, that geometry, for example, may make the child conscious of evolution in nature, the statement implying as it does, together with its context, that this is their function in the kindergarten age, ignores such questions as these: How broad a basis of experience with life and the world is it desirable to have to become conscious of evolution in nature? How much of that basic experience does the child acquire in the two or three kindergarten years? At just what age ought the child to come to such broad, abstract, and highly organized interpretation or consciousness of evolution in nature? Has it been demonstrated to belong to the kindergarten age?

"Similarly the very simple, crude sense-symbolism of little children has been and still is used to defend the practice of mystic æsthetic and ethical symbolism in the kindergarten. No one will deny the vast presence and import of symbolism in all human life, thought, and production. But that is not the moot question. In all the profound philosophic discussions upon the value and import of symbolism which I have met there is not a word which answers the question as to just how much and what kind of symbolism belongs to the three years of kindergarten training."

If you understand the "Mother-Play" and the kindergarten gifts you should be able to answer the questions proposed in this

passage. If you find yourself unable to answer the questions you should conclude that you need to begin again the study of the "Mother-Play" and supplement it with a careful study of the "Education of Man," "The Pedagogics of the Kindergarten," and "Education by Development."

### ANSWERS TO QUESTIONS.

(From Marianna Gay.)

2698. What do you think of Sunday-school for children between the ages of four and six?

If the Sunday-school is "adapted" to children between four and six I consider it a very precious experience for them.

2699. If children of this age attend Sunday-school, how may it be adapted to them?

For conditions during class work, the children should be in a room by themselves, or so separated from the other classes that their attention will not be distracted by these others; the chairs should be of such height that the children's feet will rest upon the floor, and so arranged that the children see each other's faces. The further essential adaptation is that the teacher shall have the wisdom of a kindergartner.

2700. Will you describe the best infant class Sunday-school work you have ever known?

The children were with the body of the Sunday-school during the opening and closing exercises (with foot-rests to make them physically comfortable in seats made for older persons); during classwork they were in a beautiful church parlor in kindergarten chairs arranged in a circle. A characteristic of the most of the Sundays thruout the year was their each telling, in a free, natural way, a "happy thought"—naming something that made them glad (it was often their clothes, sometimes eatables, gifts, people, playthings, pets, objects of nature, occurrences, etc. If the individual "happy thought" could be made universal, the teacher led by her questioning to that consummation, then they, so to speak, joined hands in a common search for all the agents by which this good had come to them, eventually resting in the love of the dear Heavenly Father in whom we live and move and have our being, and giving expression to the feeling by a simple form of thanksgiving worded by one of the children, and repeated by all with closed eyes and folded hands.

For one or more Sundays before and after their Harvest, Christmas, Easter, and Flower festivals, the time was devoted to tracing the connection between the joys of those occasions and the ultimate cause of all joy. Incidentally they learned childlike hymns and a responsive service.

2712. What do you understand to be the chief aim of religious education in early childhood?

To lay the foundation for growth in the realization that Love and Law (one and inseparable) are the cause and accompaniment, the center and circumference of all that is.



## A STRING OF BEADS.

EMMA GRANT SAULSBURY.

THE little kindergarten of R— had begun. I dropped in one morning to catch a glimpse of "the first delight" of our two new children, Thomas and Bion.

It was a vision of that joy which is always born of a new discovery, and which comes from an output of the creative energy. Bion exclaimed from the fullness of his heart, "I'm glad I'm in kindergarten." Thomas echoed the same with hand-clappings and radiant smiles.

The simplest materials for creative work were before them—red and blue wooden beads—and they were engaged in stringing them in alternate pattern. Their happiness and joy increased with the lengthening of the strings of beads. They were under the spell of a new beauty. At the same time they were the creators of this marvelous art product.

Whether this joy comes from the finding of a continent, the disclosure of the heart of a literary masterpiece, the revelation of the soul of a painting; from the highest creation of the master, or from the most elemental creative utterance of the child, the exhilaration experienced is the same; it is a new birth, a new accession of power, and it is fraught with the possibility of infinite enjoyment and expansion.

Surely some faint whisperings of the soul are heard thru these strings of beads. One red bead, one blue bead, and then a repetition, until the string is complete. What does it all mean? Why are home and mother lost for the moment to these little three-year-olds from whom they were separated in tears a short time before? They know not. Unconsciously the heart's longing is satisfied. But the young kindergartner understands, and wisely she has provided this material.

As a specimen of the regular in art, bead stringing is a mere repetition of ones, or aggregation of parts. It bears the stamp of sameness. It is the crude ore of beauty from which its fullest expression is to be coined.

All primitive people express their ideas of the beautiful in

this form, so do children. The American Indians revel in it. With repetition as the key to Chinese civilization, we find every phase of China's existence expanding on this plane. In worship there is a going back to the dead ancestor. In government the family repeats itself until the whole nation becomes but a family of families. The characteristic architectural expression is a pagoda, with a repetition of tent-like parts placed one upon the other. The educational system demands a continuous going back to that which has already been discovered and formulated. It was the taste for regularity that produced in Egypt the miles of Sphinxes which united the various temples.

Regularity is a reflection of the child-like attitude of mind. It is seeing *one* all the time, the limited, narrow, and restricted *one*. The very young child sees all things alike. Difference has not yet dawned upon him. For example, the whole tree-world would be merely a repetition of tree to him. He is not even able to recognize the broad distinction which exists between the deciduous and coniferous trees. He sees only similarity, therefore all trees are united to him thru this characteristic.

Primitive communities are those that believe the whole world is patterned after their own; who think that their social codes are those prevailing everywhere, and that their religious creed is the guide and solace of all good people.

Life *is* unity, but this unconscious vision of it must go over into consciousness. The symbolic art expression must become free and adequate. The regular must develop into harmony. That which is limited must become inclusive. Mind must pierce the veil of separation and distinction, and behold the unity lying behind.

Mighty is the lesson the child is uttering thru his beads, tho not one mite of it is understood by himself. Little does he reckon that the whole beginning of life lies coiled up here. All the unconsciousness of childhood, its world of mystery, its innocent existence, its absolute rest in the present, and its vague feeling of a unity with all, is here revealed in concrete terms.

Likewise the consciousness of maturity, its revelation instead of mystery, its virtue rather than innocence, its rest in the beyond and unknown, and its supreme vision of life's grand totality, is presaged here.

In a word, these bead-strings are hinting that evolutionary

process which operates in the building of life. There is only one order, one movement; to penetrate its mazes is to relate the simplest work of the Kindergarten with the great World-work—with *life* itself.

Ah, Thomas and Bion, your joy is as fresh as the spring morning, as young as the newborn day! And as an outpouring of that perennial life within it is prophetic of an infinite and ever-increasing joy!

Those little bead-strings which you view so proudly are the seal and signature of your divine lineage. They stamp you as creators, as one with the Infinite energy, and destined to go on to the creation of the ever-expanding Perfect.

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#### A CASTLE IN OUR BACK YARD.

THERE'S a castle in our back yard  
 With battlements and towers;  
 And a sentinel stands with a gun in his hands  
 Thru all the long, bright hours.

This castle was built in a day,  
 By a workman small but spry,  
 And Jack Frost grim was "helper" to him  
 As he loitered idly by.

Now at night as I lie in my bed,  
 You can't think how safe I feel,  
 When I know that out there in the frosty air  
 Is that castle and sentinel.

—*Youth's Companion.*

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#### UPLIFTINGS.

I WATCHED the sparrows flitting here and there,  
 In quest of food about the miry street:  
 Such nameless fare as seems to sparrows sweet  
 They sought with greedy clamor everywhere.

Yet 'mid their strife I noted with what care  
 They held upraised their fluttering pinions fleet;  
 They trod the mire with soiled and grimy feet,  
 But kept their wings unsullied in the air.

I, too, like thee, O sparrow, toil to gain  
 My scanty portion from life's sordid ways;  
 Like thee, too, often hungry, I am fain  
 To strive with greed and envy all my days.

Would that I, too, like thee, might learn the grace  
 To keep my soul's uplifted wings from stain!

—*Susan M. Spalding.*

## BOOK REVIEWS.

“**T**HE SCHOOL AND SOCIETY,” by John Dewey.  
The University of Chicago Press. 75 cents.

What the best and wisest parent wants for his own child, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon it destroys our democracy.

Mr. Dewey follows the above statement with a clear and forceful presentation of

the relationship between the school and the larger life of the community, and the necessity for certain changes in the methods and materials of school work that it might be better adapted to present social needs.

The pages are so full of live and practical suggestions for a fuller school life that it is difficult to choose what to quote as being of most interest and value to our readers. We will confine ourselves, therefore, to the supplementary lecture which describes the origin, purpose, and development of the University Elementary School, commonly, tho erroneously, known as the “Dewey School.” This school is working out practically those ideas which the conservative routine teacher is too apt to look upon as visionary, impracticable and unimportant. It was started in January, 1896, with fifteen children. Increase in numbers necessitated three movings. It now has a roll of ninety-five. The tuition is \$120 annually for one child. The expenses this year are about \$12,000.

One reason for not increasing the tuition here, even if it were advisable for other reasons, is, that it is well to emphasize from an educational point of view, that elementary as well as advanced education requires endowment. There is every reason why money should be spent freely for the organization and maintenance of foundation work in education as well as for the later stages.

The elementary school has had from the outset two sides: one, the obvious one of instruction of the children who have been intrusted to it; the other, relationship to the university, since the school is under the charge, and forms a part, of the pedagogical work of the university. . . .

I take this opportunity to say that the educational conduct of the school, as well as the administration, the selection of subject-matter, and the working out of the course of study, as well as actual instruction of children, have been almost entirely in the hands of the teachers of the school; and that there has been a gradual development of the educational principles and methods involved, not a fixed equipment. The teachers started with question marks rather than with fixed rules, and if any answers have been reached it is the teachers in the school who have supplied them. We started upon the whole with four such questions or problems:

1. What can be done, and how can it be done, to bring the school into closer relation with the home and neighborhood life, instead of having the school a place where the child comes solely to learn certain lessons?

2. What can be done in the way of introducing subject-matter in history and science and art that shall have a positive value and real significance in the child's own life; that shall represent, even to the youngest children, some-



thing worthy of attainment in skill or knowledge; as much so to the little pupil as are the studies of the high school or college student to him? . . .

One thing, then, we wanted to find out is, how much can be given a child that is really worth his while to get, in knowledge of the world about him, of the forces in the world, of historical and social growth, and in capacity to express himself in a variety of artistic forms. From the strictly educational side this has been the chief problem of the school. It is along this line that we hope to make our chief contribution to education in general; we hope, that is, to work out and publish a positive body of subject-matter which may be generally available.

3. How can instruction in these formal, symbolic branches—the mastering of the ability to read, write, and use figures intelligently—be carried on with everyday experience and occupation as their background and in definite relation to other studies of more inherent content, and be carried on in such a way that the child shall feel their necessity thru their connection with subjects which appeal to him on their own account? If this can be accomplished he will have a vital motive for getting the technical capacity. It is not meant, as has sometimes been jocosely stated, that the child learn to bake and sew at school, and to read, write, and figure at home. It is intended that these formal subjects shall not be presented in such large doses at first as to be the exclusive objects of attention, and that the child shall be led by that which he is doing to feel the need for acquiring skill in the use of symbols and the immediate power they give. In any school, if the child realizes the motive for the use and application of number and language, he has taken the longest step toward securing the power, and he can realize the motive only as he has some particular—not some general and remote—use for it.

4. Individual attention. This is secured by small groupings—eight or ten in a class—and a large number of teachers supervising systematically the intellectual needs and attainments and physical well-being and growth of the child. To secure this we have now 135 hours of instructors' time per week; that is, the time of nine teachers for three hours per day, or one teacher per group. It requires but little time to make this statement about attention to individual powers and needs, and yet the whole of the school's aims and methods, moral, physical, intellectual, are bound up in it.

I think these four points present a fair statement of what we have set out to discover. The school is often called an experimental school, and in one sense that is the proper name. I do not like to use it too much for fear parents will think we are experimenting on the children, and that they naturally object to. But it is an experimental school—at least I hope so—with reference to education and educational problems. We have attempted to find out by trying, by doing—not alone by discussion and theorizing—whether these problems may be worked out, and how they may be worked out.

Next, a few words about the means that have been used in the school in order to test these four questions and to supply their answers, and first, as to the place given to handwork of different kinds in the school. There are three main lines regularly pursued: (*a*) the shopwork with wood and tools, (*b*) cooking work, and (*c*) work with textiles—sewing and weaving. Of course there is other handwork in connection with science, as science is largely of an experimental nature. It is a fact that may not have come to your attention that a large part of the best and most advanced scientific work involves a great deal of manual skill, the training of the hand and eye. It is impossible for one to be a first-class worker in science without this training in manipulation, and in handling apparatus and materials. In connection with the history work, especially with the younger children, handwork is brought in in the way of making implements, weapons, tools, etc. . . .

The child gets the largest part of what he gets thru his bodily activities until he learns to work systematically with the intellect. That is the purpose of this work in the school, to direct these activities, to systematize and organize them so that they shall not be as haphazard and as wandering as they are outside of school. The problem of making these forms of practical activity

work continuously and definitely together, leading from one factor of skill to another, from one intellectual difficulty to another, has been one of the most difficult, and at the same time one in which we have been most successful. The various kinds of work—carpentry, cooking, sewing, and weaving—are selected as involving different kinds of skill, and demanding different types of intellectual attitudes. . . .

Perhaps more attention, upon the whole, has been given to our second point, that of positive subject-matter, than to any one other thing. On the history side the curriculum is now fairly well worked out. The younger children begin with the home and occupations of the home. In the sixth year the intention is that the children should study occupations outside the home; the largest social industries—farming, mining, lumber, etc.—that they may see the complex and various social industries, on which life depends, while incidentally they investigate the use of the various materials, woods, metals, and the processes applied, thus getting a beginning of scientific study. . . .

At the outset we mixed up the children of different ages and attainments as much as possible, believing that there were mental advantages in the give-and-take thus secured, as well as the moral advantages in having the older assume certain responsibilities in the care of the younger. As the school grew it became necessary to abandon this method, and to group the children with reference to their common capacities. These groupings, however, are based not on ability to read and write, but upon similarity of mental attitude and interest, and upon general intellectual capacity and mental alertness. There are ways in which we are still trying to carry out the idea of mixing up the children, that we may not build the rigid stepladder system of the "graded" school. One step in this direction is having the children move about and come in contact with different teachers. While there are difficulties and evils connected with this, I think one of the most useful things in the school is that children come into intimate relation with a number of different personalities. The children also meet in general assemblies for singing, and for the report of the whole school work as read by members of the different groups. The older children are also given a half hour a week in which they join some of the younger groups, and if possible, as in handwork, enter into the work of the younger children. In various ways we are attempting to keep a family spirit throuout the school, and not the feeling of isolated classes and grades.

The organization of the teaching force has gradually become departmental, as the needs of the work has indicated its chief branches. . . . As it is sometimes said that correlated or thoroly harmonized work cannot be secured upon this basis, I am happy to say that our experience shows positively that there are no intrinsic difficulties.

Upon the moral side, that of so-called discipline and order, where the work of the university elementary school has perhaps suffered most from misunderstanding and misrepresentation, I shall say only that our ideal has been, and continues to be, that of the best form of family life rather than that of a rigid graded school. . . .

If we have permitted to our children more than the usual amount of freedom, it has not been in order to relax or decrease real discipline, but because under our particular conditions larger and less artificial responsibilities could thus be required of the children, and their entire development of body and spirit be more harmonious and complete. And I am confident that the parents who have intrusted their children to us for any length of time will agree in saying that, while the children like, or love, to come to school, yet work, and not amusement, has been the spirit and teaching of the school; and that this freedom has been granted under such conditions of intelligent and sympathetic oversight as to be a means of upbuilding and strengthening character. . . .

The everyday work of the school shows that children can live in school as out of it, and yet grow daily in wisdom, kindness, and the spirit of obedience; that learning may, even with little children, lay hold upon the substance of truth that nourishes the spirit, and yet the forms of knowledge be observed and cultivated; and that growth may be genuine and thoro, and yet a delight."

Surely no teacher and no citizen can afford to miss reading this valuable book, which is brimful of interest from cover to cover.

"The Physical Nature of the Child and How to Study It," by Stuart H. Rowe, Ph. D. Macmillan & Co. Price \$1.

Surely every public school should have the beginning of a library, if but a Webster's Unabridged Dictionary. This book of Stuart Rowe's calls for a place as well. It gives simple practical tests whereby a teacher may determine whether apparent mental deficiencies are due to physical disabilities, and gives suggestions for overcoming defects and for putting the schoolroom into proper hygienic conditions. Important chapters deal with the senses, motor ability, nervousness, fatigue, habits of posture and movement, adolescence, school conditions and home conditions. If it be true that "the instant one of these dragging individuals is set right an astonishing impetus is given the many in the schoolroom," the teachers will certainly be glad to avail themselves of the opportunity this book affords of setting such children right.

The test questions of the last chapter will be of undoubted value to many parents and to those in charge of mothers' meetings. A carefully selected bibliography is included. We commend this book to the notice of all school boards whether of city or country.

"The Honey-Makers," by Margaret Morley. McClurg & Co. Price \$1.50.

The Encyclopædia Britannica states that the bee has had more historians than any one nation among men. We doubt if they have ever had one more delightful to read than the present one. In this volume Miss Morley not only describes in most fascinating fashion the structure and habits of the "little people," as Kipling calls them, but contributes an account of the bee's place in literature. We read how the ancient Hindu, Greek, Roman and Italian poets all sang of the bee, and how the early scientists and philosophers, like these of today, studied it in wondering admiration. The closing chapter concerns "bee-culture at present."

The illustrations by the author are unique. Each chapter has a tailpiece made of conventionalized bees, stings, legs, wings, antennæ, or whatever part of the bee's anatomy was the subject of that chapter, with results surprising and pleasing.

"The Jingle Book," by Carolyn Wells. Published by Macmillan & Co. Price \$1.

Truly the children have been well remembered this year by the publishers, and not least among the smile-bringers will be this book by Carolyn Wells. Its quaint conceits and merry fancies are most cleverly expressed. We quote a few lines from one jingle:

A Spider and a Centipede went out to take a walk;  
 The Centipede said frankly, "I will listen while you talk;  
 But I may appear distracted, or assume a vacant stare,  
 Because to keep my feet in step requires my constant care."

In the "Alphabet Zoo" occurs this interesting statement:

M was a mischievous Marten,  
 Who went to the Free Kindergarten;  
 When they asked him to plat  
 A gay-colored mat,  
 He tackled the job like a Spartan.

The illustrations accord most happily with the spirit of the verses.

"The Red Book of Animal Stories," by Andrew Lang. Published by Longmans, Green & Co. Price \$2.

The Blue, Red, Green and Yellow Fairy Books have come in turn from Andrew Lang, and so good are they we hope he will sometime finish the scale of standard colors by giving us an orange and a violet one. His contribution this year, to the children's stockings, is a compilation of animal stories gathered from many varied sources. He does not vouch for the truth of all of these tales, but the majority have the ring of verity. The first few chapters are devoted to griffins, dragons, and other fabulous animals of antiquity, and we are told the only possible method of catching a unicorn alive. Another valuable chapter describes the gigantic prehistoric animals whose big names match their frames in point of size; while the remaining pages relate fascinating tales of lions, snakes, monkeys, crocodiles and other creatures from all climes. "The moral," says Mr. Lang, "if this book has any moral at all, is to be kind to all sorts and conditions of animals—that will let you."

"Fairy Starlight and the Dolls," by Elizabeth Seal Blakely. McClurg & Co.

The central idea of this story will appeal to all children. The magic wand of Fairy Starlight reduces little Bianca to the size of her largest doll, Clara. In the silent watches of the night she has many interesting adventures with her dollies, who have been endowed with life.

"The House with Sixty Closets," by Frank S. Child. Lee & Shepard. Price \$1.25.

"The House with Sixty Closets" is the old Sherman mansion of Fairfield, Conn., Judge Sherman, a nephew of Roger Sherman, one of the signers of the Declaration of Independence, and a royal host to many of the most eminent men of the nation. Judge Sherman was especially fond of children, but while his two sons grew to maturity they did not survive him, so that he was left childless. It was his dream to see the mansion bright and merry with many little people.

Today the Sherman mansion is filled with children, and it was in response to their earnest importunities that Mr. Child wrote



his fantasie, which tells of many remarkable happenings in which the closets have a full share.

"This and That: A Tale of Two Tinies," by Mrs. Molesworth. Macmillan & Co.

In this pretty story of two children, with the queer nicknames of the title-page, one very quickly detects an English flavor. We feel at once the author's love for little children, but question the value of the frequent direct moralizing.

We are in receipt of the first two numbers of *La Escuela Cubana*, a new illustrated weekly magazine, written in the Spanish and dedicated to the interests of education in Cuba. The director is Dr. Manuel Valdés Rodríguez; the administrator is Sam W. Small. Articles on Pestalozzi and his philosophy appear in both numbers, and one by W. T. Harris on "The Principles of Pedagogy" is given at length. "La Nueva Era" is the leading article for the November 18 number. May the publication of this Cuban advocate of the new education mean indeed that a new era is dawning for the plucky child of our adoption.

"The Child's Proper Development," by a father, is an article in the November *Cosmopolitan* which is well worth reading. This father is one who lives actually with his eight children, and evidently enjoys the "immolation," as he calls it in a semi-flippant style that does not at all conceal the real earnestness which we read between the lines. "Seven of the eight go to the public school; I believe in the system," he says. Also "when it is windy we don't expect them to be even moderately quiet. They must run and jump and yell and frisk about even more than at other times." "We see that there is plenty of good, solid reading for a heavy, steady rain. They'll absorb more history than in other circumstances; and when there's thunder and lightning we gather them around us and tell them of shipwrecks and storms and deeds of valor in life saving. We fight shy of ghosts and war-lore. They are bellicose enough without the war, and we'd hate to make cowards of them with the ghosts." This father gave up his favorite pastime of hunting when he found he could not reconcile his theories of mercy to birds and scorn of bird-wearers with the killing of the deer, and he gave up beer and light wines that home theories might not conflict with school doctrines, tho his judgment did not approve of the way in which the hygiene of alcohol in connection with physiology is taught in the schools; but he would not have the children disloyal to their teachers or school. Such fathers are all too rare now, but we prophesy the advent of many more in the new century.

## COMING EVENTS, CURRENT EVENTS, REPORTS, ETC.

Dr. Henry Barnard celebrates this year, January 24, his eighty-ninth birthday. From Miss Wheelock comes the following warm tribute to his services in behalf of our cause:

KINDERGARTEN TRAINING SCHOOL, BOSTON, Dec. 10, 1899.

DEAR MISS HOFER: . . . As kindergartners we owe Dr. Barnard a debt of gratitude for his early recognition of the educational movement which we represent. As the first to publish the Froebel gospel in this country, Dr. Barnard should be ranked among the apostles of the new education. Personally I owe him much for the encouragement and inspiration he has given me ever since my student days. We are all glad to do him honor, and send him, thru you, our good wishes for continued health and strength, and for the enjoyment of the harvest of a noble and useful life dedicated to the cause of education. Thanking you for this opportunity of expressing my appreciation of Dr. Barnard's efforts in laying the foundations of the better world to be,

I am, yours sincerely,

LUCY WHEELOCK.

Miss Wheelock voices here the sentiment of kindergartners north, east, south, and west. A happy birthday to you, Dr. Barnard.

The Philadelphia Society of Froebel kindergartners held its regular monthly meeting on December 9. The president, Mrs. M. L. Van Kirk, presided. The subject of the meeting was Christmas, and Christmas songs were sung, Christmas stories read, and Christmas work was exhibited.

Miss Sarah E. Asker read a paper entitled "Christmas in the Kindergarten." Mrs. Van Kirk followed with remarks upon the subject, in which she spoke of the true conception of Christmas which the kindergarten strives to give the child. In speaking of the child's interpretation of the Christmas spirit she said: "He seems to find it best in the story-telling, the song singing, and in the work of his own busy little fingers."

Luther's beautiful Christmas hymn was then sung by Mrs. Van Kirk's class of 1899, and Prof. Daniel Batchellor spoke on "How to Make the Most of Our Christmas Time."

Professor Batchellor opened his address with the answer: "By throwing ourselves into the great mass of sentiment." He talked of the one thought that is in the minds of all people thruout Christendom at this season; the thought not of self, but of some one outside of self.

He then told of the antiquity of the Christmas festival. How, for many years before the star appeared in Bethlehem, a festival was observed at this time of the year, and praises and anthems were sung to Pan, the lord of day; and when the first Christian missionaries found it impossible to induce the people to give up their heathen festivals, they accepted this festival, but changed the subject for worship, and taught them to look above the lord of day to the Saviour, Lord of heaven and earth.

Professor Batchellor also spoke of the significance of all our Christmas customs, of their meanings to the ancients from whom we receive them; of how the greens were brought into the houses in the expectation that the woodland spirits which dwelt in the trees and flowers would also be wooed into the homes. The mistletoe hung above the door was the welcome of the members of the household to the spirits, and when that was in its place there was no room for strife or angry passions. So do we at the holy Christmas time festoon our houses with holly and mistletoe, and bid peace enter our homes, and our hearts are filled with good-will to all.

The society voted a gift of \$5 to the Elizabeth Peabody Foster Home in Boston.

The meeting closed with the song, "Glory to God," and the recitation, "It was the Night before Christmas," in which all joined.—*Edith May Custis, Secretary pro tem.*

**International Kindergarten Union.**—The annual convention of the International Kindergarten Union will be held in Brooklyn on the 18th, 19th, and 20th

of April next. There is every prospect of an interesting and helpful occasion. The meetings have been taking on more and more of the character of conferences, and no active kindergartner can afford to lose the benefit of the vital discussions, to say nothing of the inspiring addresses of leading educationalists.

Aside from the formal sessions, there is much benefit from the personal intercourse and informal exchange of ideas, and we all need the refreshment of contact with coworkers from all parts of the country. It is hoped that all branches of the union will make early arrangements for representation in accordance with Article V, Section 3, of the Constitution.

A cordial invitation is extended to all kindergarten organizations to become branches, and to individuals interested in the cause to join as associate members of the union. As details of the program are still uncertain, names of the speakers will be given later.

The general plan of the sessions will be as follows:

Wednesday morning: Opening, reports of delegates, etc.

Wednesday afternoon: Conference; Discussion of report on Gifts and Occupations, presented by Miss Glidden.

Wednesday evening: Public meeting.

Thursday morning: Conference of training teachers, open to these only. At the same hour a mothers' round table will be held. Kindergartens will be open to visitors interested.

Thursday afternoon: Public meeting—Subject for consideration, "The Kindergarten in the School." Discussion by prominent primary teachers and supervisors as well as kindergartners connected with public school work.

Thursday evening: Reception.

Friday morning: Closing session; business and addresses.

—*Mary D. Runyan, Cor. Sec'y and Treas., Teachers' College, New York.*

At the last meeting of the St. Louis Froebel Society, held November 25, in the auditorium of the St. Louis High School, we were once more favored with an address from our friend, Miss Elizabeth Harrison of Chicago; assembled were the kindergartners, three hundred strong, and with us gathered a large number of our primary teachers who responded right royally to our invitation, and have become helpful, associate members of our society.

Were we to repeat the very words of Miss Harrison's able address, you who have not heard her would be losers, for, added to the solemn unction of her word is the conviction that great patience has worked into deep experience, and made her thought well worth the listening to.

Adjourning to the neighboring Crow kindergarten a royal "feast of reason and a flow of soul" followed. The approaching Thanksgiving day was spoken and sung of, and the "coming event cast its shadow (rather, its good cheer) before," for fine sandwiches, coffee, and miniature pumpkin pies were most freely passed on the daintiest of china, while ferns and flowers filled the air with sweetness, and Miss Harrison stood among us, the "guest" of the day. She regretted that her health would not permit her to yield to our urgent request for one of her stories, so we hold it as one of the pleasures yet to be realized.—*Sallie A. Shawk, Cor. Sec'y.*

We append the report of Miss Harrison's address as follows:

*Child Study and the Kindergarten Movement—Their Agreements and Differences.*—One point of difference is, that child study advocates put experience before insight, and yet any of their adherents who have become eminent in the work recognize the fact that an accumulation of facts or experiences amounts to very little unless thru these facts we recognize principles. Taking this point of difference into consideration we will look at the points of union.

1. Insight and experience.

2. Power to create, the aim and end of education.

Two sides to this creation. (a) His individuality must be expressed. (b) He must be trained to express himself in the best way possible—skill in creation.

One way in which the child-study people have helped kindergartners is in

causing them to realize that a sound mind can only work well in a sound body. Members of the body as tools of the spirit must express willingly and voluntarily the mood of the spirit. Tools are not the same with all children. Physiological psychology has taught us to study each child and remedy defects, or judge work accordingly.

Second point in creative power where we can be mutually helped is in constructive work. Kindergarten has always stood for constructive work, but child-study has added much.

- a. Child must have an idea to express.
- b. Must make an image of this idea temporarily.
- c. Temporary forms end in something permanent.

Kindergarten material is sufficient for kindergarten period, but advanced work calls for material more permanent in nature. Child study would have child manufacture its own tools and toys at expense of learning process, while we err in putting too much emphasis upon process.

Use of geometric type forms; spiritual development; training in fundamental truths that have brought the race from barbarism to civilization. Cannot get child to live race experiences and truths until we get his personal interest. What is interesting is not always helpful, but a teacher consecrated and inspired with love for her work can so present these racial experiences, stories, and forms, that the child will accept them and go out stronger and better thereby.—*Jennie Taylor, Rec. Sec'y St. Louis Froebel Society.*

THE second meeting for this season of the Jenny Hunter Alumnae Association was held on Saturday afternoon, December 2, at the school, 15 West 127th St., New York city.

The motion was made that Miss Hunter, whose spirit has been the spur to the activity of the association, should be appointed honorary president. This motion was unanimously carried.

Among the most satisfactory reports of past work was the account given of the progress of the free kindergarten established by the Alumnae Association a year ago at 218 East 127th Street. This kindergarten, meeting as it has a strong need, has in its success more than fulfilled the hopes of the association. An interesting report was made of a Thanksgiving dinner given to the children at the kindergarten. At the close of the meeting paper mite boxes, appropriately designed by one of the members in the form of cubes, were distributed, and their future contents will go toward reimbursing the fund of the association.

After the business was discussed Dr. De Laney, of the Katherine Slip Mission, addressed the meeting. She spoke of the necessity of the kindergarten as an educator, and dwelt especially upon the connection of the kindergarten with the home. In her reference to mothers' meetings, which she considers essential to satisfactory work, she quoted Dr. Chalmers' remark: "Every time we put our hand on a child's head we touch the mother's heart." The need of practical talks with the mothers on food and hygiene was strongly urged.

Dr. De Laney's address was followed by music and refreshments.

The following officers have been elected for the year: President, Mrs. H. E. Foster; vice-president, Mrs. A. T. Jones; secretary, Miss Bertha E. Thurston; treasurer, Miss Mary W. Semmon.—*Marion Daniels, Chairman of Press Committee.*

THE Chicago public school kindergarten exhibit at the Paris Exposition of 1900 consists mainly of freehand drawing and cutting, water-color paintings, weaving mats, and other similar work which can be mounted on flat mats, and will thus occupy but little space both en route and at their final destination. The mats are dark gray in color, 15x20 inches in size, and will make two folios each 2½ inches thick. In consequence of the conditions imposed, the work is necessarily far from representative of the progressive spirit of Chicago kindergartners. Since all the work must be in the flat, many of the very original, suggestive and typical objects made of outside material are excluded from exhibition.



In order to convey some idea of the constructive work done in kindergarten, photographs have been taken of many such objects made by the children; and there are also photographs of children taken while at play in the rooms and in the park; while visiting the grocers and blacksmiths, and while enjoying some child's birthday cake, etc. So short was the notice given that very little of the foreign element could be represented, it being necessary to choose schools known to have rapid workers; thus the exhibit will not be fairly typical either as to things made in themselves or those by whom they were done. However, the color work is very satisfactory, and we will hope that the photographs may tell a clear and definite story to those who are looking for good things from wide-awake Chicago. One folio of the same character as those sent away will be retained in Chicago for the benefit of those who desire to study its contents.

The Milton Bradley Co. will have a representative display, consisting of samples of the various materials, old and new, used in occupation work, and twenty different gifts that may be used in kindergarten, besides many volumes of literature for parents, teachers, and children.

The Chicago Kindergarten Club held its regular monthly meeting on Saturday, December 9. The subject was, "Passive Imagination—Fancy." Brief outlines of certain chapters in Sully's "Studies of Childhood" and Baldwin's "Elements of Psychology" were given, also suggestive thoughts gleaned here and there from other pens. The following points were made: Fancy, like imagination, is founded upon actual experience. Experiences give the images and fancy recombines them. Great facility among children for recombining. That which often seems like a fanciful reading of things, as when the child calls the dewdrops upon the grass tears, may be only his attempt to interpret a new condition by means of old images. A child's play a living, acting reality. He *is* what he pretends to be. His playthings *are* what he makes believe they are. Inanimate objects he refuses to accept as such if he wishes them otherwise. They live, they breathe, they act, as his fancy dictates. A beautiful passage from Jean Paul Richter's "Levana" was quoted, in which he dwells upon the poetic fancies of children.

The Mother-Plays of Froebel, in which this same element seemed to predominate as, "Moon and Stars," "The Light Bird," were cited. Fancy has its painful as well as its pleasurable phase, as we find in considering the terrors of childhood; the dread thoughts accompanying the darkness, strange forms, etc. In this connection was read Eugene Field's verses entitled, "Seen' Things at Night." A glance backward into their childhood days found many members of the club ready to sympathize with the little fellow in the poem. Expression of fancy, living it out, brings changes. That which has been vague becomes more definite. Over-indulgence in fancy leads to sentimentality.

Question—Does fancy need stimulation in early childhood. Many claim that it needs guidance only. After a short general discussion the meeting adjourned.—*Grace Stuart Moss, Cor. Sec'y.*

The O. E. A. extends the following cordial invitation to all interested:

730 WATERLOO ST., LONDON, ONT., Dec. 13, 1899.

MY DEAR MISS HOFER: Will you please extend thru the columns of your magazine a cordial invitation from the kindergarten executive of the Ontario Educational Association to all kindergarten friends to attend their annual Easter meeting in Toronto, April 17, 18, and 19. Some of the western delegates to the I. K. U. have promised to spend Tuesday (April 17) with us on the way to Brooklyn. The train leaving Toronto at 9 a. m. on Wednesday reaches New York at 10:15 p. m., and the extra fare from Hamilton to Toronto and return (at association rates) is only \$1.

Our program is not yet complete, but we are counting on the presence and help of Mrs. Mary Boomer Page, Miss Mari R. Hofer, Mr. and Mrs. James L. Hughes, Principal Scott of the Toronto Normal School, Miss Macintyre and Miss Cody of the Toronto Normal Kindergarten, and Miss Bolton of the Ottawa Normal Kindergarten, as well as some one from the Chicago Kinder-

garten College. Games on Tuesday afternoon will be followed by a social hour, and the general association in the evening will be addressed by the lieutenant-governor, the minister of education, Toronto's mayor, and others. We shall be glad, later, to forward programs to any who desire them.

Very cordially yours,

JEAN R. LAIDLAW, *Sec'y K'g'n. Dept. O. E. A.*

"Greeting to America," by the Baroness Bertha von Bülow, is announced for publication at an early date, by William Beverley Harison, New York.

Together with a brief and interesting account of her visit to the American kindergartens and schools, the Baroness gives many observations and suggestions in reference to our own kindergarten methods which make this little book useful to those kindergartners who are desirous of making themselves familiar with the best literature of the subject. It is seldom that the observations of a person thoroly conversant with this subject are put in print; having been the close associate of her aunt, the Baroness von Marenholtz Bülow, the great patroness of Froebel and the kindergarten, and being at the same time thoroly in sympathy with the great subject, she is, perhaps, better qualified to speak of the kindergartens and kindergarten methods than any other person living. Her visit to America was in reference to the great work which had been prepared, "The Life of the Baroness von Marenholz Bülow." This book, which will contain from six to eight hundred pages, has been translated, and is to be published early in 1900.

### Two Armies--Two Deweys.

The total attendance at the Chicago public schools during the month of October was 217,127—an army greater than the combined forces of North and South on any battlefield in the Civil War; a multitude greater than the entire population of many of America's most noted cities. An army of that size deserves all the consideration and attention that can be given, all the care and protection, mental, moral, educational, and medicinal, that the brains and money of this city can provide.—*The Chicago News*.

Great as are the achievements of our brave and modest admiral, we feel that Prof. John Dewey is in the van of a movement that means even more for our country's lasting good and glory. The army of school children will soon become the army of voting citizens, of home-makers, and parents, more or less efficient. Home and school are together responsible for the present and future character of these children. All honor and success to those who are seeking solution to the question of rightly relating school, home, and society.

AN exchange gives the item that at a certain state fair the premium for the best kindergarten display was won by a Miss ——; and again we are face to face with the old, old question: "Is the kindergarten for the child or the child for the kindergarten?" Are we working for material results: so many parquetry designs, so many samples of beautiful sewing and accurate paperfolding, or for that all-round development of the individual child which cannot be represented or measured by concrete objects. It is surely good to know what others are accomplishing in our own line of work; comparisons are not necessarily odious, they are indeed indispensable to progress; but nevertheless the question arises, "What is the spiritual effect upon children and kindergartner of thus working for a prize?"

NEARLY every year sees a new edition of "Mother Goose"; now it is Kate Greenaway who dresses all the children—"Little Boy Blue," "Tommy Tucker," "Jack and Jill"—in garments of her own design; now some unknown artist glorifies his brush by creating therewith new "Humpty-Dumpties," "Mother Hubbards," and "Baby Buntings." This year Russell & Co. publish a charming copy, illustrated by C. Loomis.

Under the title "Nursery Rhymes," W. T. Stead, editor of the English number of the *Review of Reviews*, publishes a paper-covered "Mother Goose" for one penny (English), which brings within reach of the smallest income, outline pictures that are captivating in their grace and strength and simple truth to nature.

"Practical Studies in the Gifts," illustrated with characteristic exercises, by Jeannette Gregory West. Published by Woodward & Tiernan Printing Co., St. Louis. Price, \$2. The above is a manual made with special regard to the work of the student in the training class; and after a certain gift has been thoroly studied in class will prove useful as a reference book.

The gifts are briefly but clearly and definitely analyzed both in themselves, in relation to each other, and to the child. Blank checked papers are inserted at intervals for the life, beauty, and knowledge forms which the student may wish to draw.

THERE is a possibility of the establishment of forty new kindergartens in the poorer sections of Chicago. Mrs. Isabelle O'Keeffe, head of the kindergarten department, is quoted as saying: "Kindergartens are no longer regarded as fads; they are now numbered among the necessities. The work of those now in operation is so effective that we are encouraged to increase the number greatly. We intend to establish the majority of the proposed schools in the poorer sections, because many children there must go to school when they are very young or not at all."

**A Kindergarten Garden.**—The kindergarten conducted by Misses Henrietta Visscher and Annette Underwood, of Pasadena, has twenty pupils enrolled, and is doing most interesting work. A novel feature in connection with it is a miniature vegetable garden which has been laid out in the yard.

One morning the little people were busily engaged planting lettuce and radishes. Each child has his own tiny garden, and is taught to keep it in good condition. The rooms are bright and airy, and well arranged for the purposes of the school.

**Pestalozzi's Birth Month.**—It is to be hoped that January 12 will be celebrated in many places by those who have learned to know and revere this lover of little children, this "man who, to save the poor, had made himself poor; who had lived as a pauper with paupers to teach paupers to live like men; and who, after having sounded all the depths of the moral and intellectual poverty hidden beneath the brilliant civilization of his time, had come out of the experience terrified for the future of society but bringing it a means of salvation."

**Pasadena.**—Mr. and Mrs. J. M. Smith are actively coöperating with Mary F. Schaeff in organizing the first kindergarten in the rich city of Pasadena, Cal. "Have a beautiful yard, with sand-box and fine vegetable garden, trees, flowers, and shrubs. Each day we have *free play* out of doors, digging in sand, throwing balls, swinging, making gardens, pulling weeds," writes our enthusiastic correspondent. Twenty-five children are already enrolled.

RETURNING from school with a pumpkin seed in her hand, a little girl informed her mother that her teacher had taught her that the seed was white but the pumpkin was yellow. The mother asked: "What is the color of the vines?" The five-year-old said that her teacher had not taught her that. "But," said her mother, "you know, for you have seen the vines in the garden." "Of course I have, but we are not expected to know anything until we have been taught."—*Elbert Hubbard in the Philistine.*

MRS. MARY STONE GREGORY, supervisor of public kindergartens and principal of the kindergarten training school in Utica, N. Y., has been called to Texas by important business matters, and as she will be absent some time has tendered her resignation. Miss Rosemary Baum, a graduate under Miss Wheelock, and for two years her assistant, has been called to the position left vacant by Mrs. Gregory.

A CORRESPONDENT asks for information concerning the salutes and greetings with which natives of different countries meet each other, corresponding to the hand-shake and "how-do-ye-do" of the Americans. The following



national salutes are desired: Welsh, French, Russian, Indian, Italian, German, Irish, Scotch, Chinese, English, and Turk. Who can answer?

Is "fancy" to the intellectual activities what "play" is to the motor? was a suggestive question raised at the Chicago Kindergarten Club; and again, is not fancy a kind of connecting link between that constructive imagination over which we no longer exercise control, because it has become habitual, and that which is consciously guided to an end?

THE Wabeno Kalendar forms our frontispiece thru the courtesy of the Macmillan Company. We are certain it will interest kindergartners, and refer those who wish to know more about Wabeno to Mrs. Mabel Osgood Wright's charming book, "Wabeno, the Magician," which was reviewed in our December number.

THE teachers of each grade of the schools of Pasadena meet monthly to discuss ways and means of carrying on their future months' work. In this way the latest ideas and best methods are put into practice in all the schools. As a result Pasadena's school system is unsurpassed by any in the state.

WE must own to a secret gratification we felt while listening to Dr. MacClintock's fine lecture on "Mother Goose." We feel that we and the general public are justified in our instant acceptance of "Father Goose," who exhibits all the essential elements of his great predecessor. Read and see.

THE marriage of Miss Jessie M. Winterton, of New York city, to Mr. Harry Arnold Day of the same city, took place in December. Miss Winterton has been in charge of the kindergarten of the Merrington school for eight years, and active in the general interests of her profession in New York city.

THE program of the Brooklyn Kindergarten Union of December 8 included a vocal solo and a group of kindergarten songs by Francis P. Holden; also 'Sewing Without a Needle,' by Anna E. Harvey. Each member was given opportunity to do the practical work suggested by Miss Harvey.

**School Work in Manila** is to begin shortly under the management of Miss Julia Wisner, who, for thirteen years, was a missionary to Burmah, where in Rangoon she established a training school that now graduates native teachers. At her request a trained kindergartner will accompany her.

A CORRECTION.—The proceeds of those copies of "The One Stitch Dropped," which were sent to the literary editor, are the contribution of Mrs. Mary E. Dunham to the Friedrich Froebel Haus Memorial, and not those of the entire edition as might be incorrectly construed.

In response to inquiries concerning Luther Bradley's "Our Indians" we must give an unfavorable criticism. The illustrations have a certain living rush and swing, but in both drawing and color they are crude and unpleasing almost to the point of vulgarity.

A KINDERGARTEN graduate of an Eastern school after three days experience in a settlement kindergarten thought she "didn't care to do mission kindergartening, she preferred parlor work; she didn't fancy tying shoestrings, etc."

"THE KINDERGARTEN MAGAZINE grows richer every year. Just now I am enjoying Mrs. Langzettel's 'Lessons for Mothers.' She certainly has something to say, and says it clearly."—*Cecelia Adams, Denver, Col.*

MISS ELIZABETH HARRISON was elected by the Chicago Board of Education, on November 29, to take the supervision of the kindergarten training department of the city normal school.

TWO new kindergartens were recently voted by the board of education, Los Angeles, Cal., and a new mothers' club has been organized.

HIRAM HOUSE, Cleveland, Ohio, expects to occupy its new building early in the new year, with special provision for a fine kindergarten.







PAUL—F. Dvorak.

# KINDERGARTEN MAGAZINE

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NEW SERIES.

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## BRIEF HISTORY OF THE KINDERGARTEN MOVEMENT IN JAMESTOWN, N. Y.

CORA E. HARRIS.

WHILE attention is called now and then to the kindergarten movement in the larger educational centers, it may be of interest to some to know how the work is progressing in one of the smaller cities, especially as the work seems to have advanced beyond that in many larger places.

Jamestown, N. Y., a city of some 25,000 inhabitants, is known to many because of its situation on the Chadakoin River, a short distance below Chautauqua Lake, and is thus fortunate in its close proximity to the excellent summer schools there located. Especially are the Jamestown kindergartens indebted to the vitalizing influence of Chautauqua, whence the movement derived its initial impetus, and has each year gained added strength.

It chanced to be the first summer that Miss Frances E. Newton had charge of the kindergarten department at Chautauqua, 1890, that Miss Mina B. Colburn, graduate of a private training school, was enrolled as a member of the normal class. That fall Miss Colburn opened a private kindergarten in her own home city, and we do not hesitate to ascribe the success of the movement thruout the decade to her able, untiring, and consecrated efforts.

Early in the fall of 1891 Miss Florelle Lathrop interested a group of mothers in a kindergarten for the children of less favored citizens, with the result that shortly before Christmas one was opened for afternoon sessions. Miss Colburn personally conducted the work gratuitously, but with the understanding that one of the assistants, Miss Wiltsie, should be paid the small sum that the ladies had to offer. During the winter Miss Amalie

Hofer, then a kindergartner in Buffalo, greatly aided the cause by a public lecture.

The next year Miss Wiltsie conducted the Free Kindergarten, and Miss Colburn opened the private work with three assistants. After working with them for ten weeks she left them to carry on the work, while she devoted the remainder of the year to study in the Chicago Free Kindergarten Association. The following fall, thru the efforts of Rovillies R. Rogers, superintendent of public schools, the board of education was induced to assume the salary, the committee paying all other expenses, if Miss Colburn would give up her private work and take charge of the Free Kindergarten. Four young ladies were secured who gave their services for their training, a room was obtained in the basement of one of the public school buildings, and work commenced. The children came in such numbers that in early spring the other half of the building was finished off, thus enlarging the room to the utmost capacity of the building. The year's work was hard, but its results seem ample, for the kindergarten was incorporated into the public school system the very next year, and three kindergartens were maintained at public expense. Miss Colburn was also appointed supervisor and training class teacher, and eight young women, graduates of the high school, entered this, the first regularly organized training class, for a two years' course.

Two or more kindergartens were added each year, until, in the fall of 1896 there were nine kindergartens, which have been maintained since that time. At the present there are 460 children in attendance and a score of salaried workers.

With the exception of a year and a half, which time was spent in study in New York city, and in consequence whereof her position was filled by Miss Elizabeth Howard of the Chicago Kindergarten Institute, Miss Colburn has been supervisor the whole time since appointment. A manual prepared by her last June for the ensuing year should be noted as a valuable feature of her latest work, and we can best set forth its object by quoting the preface of the manual in the author's own words:

This manual is the result of several years' careful search for the best by the directors of the kindergartens, according to their individual conditions and the requirements of their varied surroundings

It is submitted by them with the hope that it will further



strengthen and unify their work, and render the kindergarten more fully a part of the public school.

It is in no sense an arbitrary plan, but rather a bird's-eye view of one year's work, based psychologically on the child's own powers and interests, and sociologically on his relationships in the life in which he finds himself a present factor.

It is believed that with greater definiteness will come greater freedom both to children and to teachers, and that concerted action along lines broadly indicated need not cramp the individual kindergartner, destroy the play spirit, nor in any way devalue the work.

The "Introduction" of the manual gives a brief synopsis of the year's work, which is afterward elaborated for each month. The topics for February will serve to give a glimpse into the plan:

Our relation to public servants: postman, policeman, fireman, street cleaners, street-car officials. Our relation to public buildings: postoffice, city hall, churches, school buildings. To the school property: lawns, furniture, tables, chairs, material; to the janitor and all connected with the schools.

Relation of children to other children going to and from kindergarten, to citizens on the street, to neighbors or acquaintances.

The flag, what it says to us; our relation to it; the first flag.

Our president, his home; Mr. Washington, the first president; Mr. Lincoln.

The knights of olden time, their bravery, courtesy, helpfulness. The knights of our kindergarten.

The conclusion is especially suggestive, answering as it does the primary teacher's question, "What am I to expect of the average child" who comes to me after careful training in the kindergarten? Copies of this manual, artistically taken off on the mimeograph, were placed in the hands of the various members of the board, the principals of the primary schools, and of the several kindergartens. The parents are especially being helped by the manual to a better understanding of the work.

It has been the privilege of the kindergartners of our school to be visited from time to time by such well-known workers as Mrs. Lucretia Willard Treat, Miss Caroline T. Haven, Miss Frances E. Newton, Miss Mari Hofer, and others, while every year some one or more of our workers slip out for a few weeks to gain refreshment in other cities.

Mothers' meetings were established early in the movement and are now conducted monthly in each district by the kindergartners in charge.

In addition to these a series of parents' conferences was arranged in the fall of 1898, and held with increasing interest at stated times during the fall and winter in the high school building. Such subjects as "Do vs. Don't," "The Santa Claus Fever," "Non-obedience and Dawdling," "The Child's Innate Love of Nature," etc., were discussed by prominent citizens, men and women. A second series of conferences is now in session, and one of the most interesting subjects thus far considered is that of play in its varied aspects. To awaken the people to the need of public playgrounds was the main object of the committee in charge. At the second meeting the subject was focused to the extent that committees were appointed for the purpose of arousing public sentiment with reference to the subject, and it is quite certain that the time is not far distant when our city, that already exults in its fine school buildings, may boast of the new educational feature, that of city playgrounds. "The playground develops the character as the school develops the mind," says Tsanoff, the noted Bulgarian philanthropist.

"The kindergarten is a spirit seeking embodiment," says Miss Blow, and we feel sure that the embodiment is taking place in our midst, and hope there may be no cessation in the work until Froebel's ideal is adequately realized.

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#### SAYING GRACE.

WHEN we're at grandpa's house to dine,  
He looks about with sober face,  
Then clasps his hands and shuts his eyes,  
And sister says he's "saying grace."  
He says big words that I don't know—  
I'm only four years old—but then  
I know *two* words he always says,  
And one is "thanks" and one "amen."  
While walking in my grandpa's woods  
We saw a squirrel, big and gray.  
He held a nut between his paws,  
But did not eat it right away.  
He closed his little shining eyes,  
His hands raised just like grandpa's. Then  
I said, "Oh, sister, keep real still,  
He's saying 'Thank you' and 'Amen.'"

*Laura F. Armitage.*

## SIMPLE FOODS FOR CHILDREN—A DIETETIC RUMINATION.

ALICE TURNER MERRY.

**I**N our kindergarten bible, the "Education of Man," and in our book of psalms, "Die Mutter und Kose-Lieder," we read and read, and are greatly helped in our daily duty as spiritual mothers to the children in our kindergarten circle.

We know our Froebel; we remember "the promotion and confirmation of the welfare, happiness, and health of the human race are far more simple than we think. All the means are easy and near to us, but we do not perceive them; they seem to us too trifling in their simplicity, naturalness, easy applicability and nearness; we despise them. We seek help from afar while we alone can help ourselves."

We give our children good food for the spirit, and are so unwise as to neglect the basic food of the spiritual body. All our enjoyment or suffering may be traced to the obedience or transgression of natural law.

"The sooner people recognize the fact that stomachs have much to do with religion, and that true religion includes the government of the appetite, and frowns upon abuse of the stomach as well as abuse of the fellow-man, the better it will be for both stomachs and religion "

Come, let us take a thought-excursion out on the orbit of "the kindergartner's duty to the mothers," a well-traveled road and already crowded with signposts.

Do we all know the chemical reason why crusts are good food? Do we know the physiological reason why food should be chewed? Do we know how starch is digested, and where in the digestive tract the following average breakfast will be digested: two cups of milk, bread and butter, one dish breakfast food (cooked in twenty minutes) eaten with cream and sugar? Are we all satisfied that we are doing the best possible for a child in allowing mush of any kind, supposing we are mother-wise enough to leave off the abomination-combination sugar and cream? Do you think a child of three years old would starve if dinner were eaten at 2 P. M., and supper the following morning at 7 A. M.,

otherwise called breakfast? And here we land home again on solid kindergarten ground.

The highest tribute which one being, whether human or divine, can pay another is love. All kindergartners love Pestalozzi and Froebel, and their dear disciples all down the years who have helped us understand, because these high, loving souls teach us how to wisely love children.

This time it is not Hamlet who says "Words, words, words," but Pestalozzi, who says: "A man who has only word-wisdom is less susceptible to truth than a savage."

Let us sum up the things we know in part, and sit in judgment upon ourselves, and the great need of dietetic reform for children. We would give our children a mental and moral training that will enable them to carry "A message to Garcia," and we have all read what Mr. Elbert Hubbard has to say, and have said "Amen" from the heart.

Now, what about the bread our children are eating? "The scourge of all civilized countries is white bread," so says Herbert W. Hart, the well-known English advocate of dietetic reform, who has studied the food question in all of its aspects. Away with dentists, and let us give our teeth work to do, vigorous work. Shall we go on being called a nation of dyspeptics? and give children an inheritance of sick headaches?

As usual it is the kindergartners to whom we look to save the children, and we look to God to give them strength to build a new temple to Hygeia, on which shall also be written the maxim of ancient Greece, "A sound mind in a sound body."

Froebel and Pestalozzi would look for strength to the dear Father of us all, "in whom we live and move and have our being." "Your body is the temple of the Holy Ghost" (1 Cor. 6: 19). "Know ye not that ye are the temple of God, and that the spirit of God dwelleth in you. If any man defile the temple of God him shall God destroy, for the temple of God is holy, which temple ye are." "God created man that every faculty might be the faculty of the divine mind." "The children of God cannot glorify him with sickly bodies or dwarfed minds." "The health should be as sacredly guarded as the character." "The brain nerves, which communicate to the entire system, are the only medium thru which heaven can communicate with man and affect his inmost life." "The declension in virtue and the degeneracy of the race are



chiefly attributable to the indulgence of perverted appetite." "Never one, saint or sinner, eats his daily food but he is nourished from the life that flows from God." What does it mean, "in whom we live and move and have our being"? "Whether, therefore, ye eat or drink, or whatsoever ye do, do all to the glory of God."

Think of the sweet, sane reasonableness—the common-sense in which most of us believe—of a cooking-school from whose lessons are taken the above, and in which cooking-school also are taught methods of cookery to make practical food—divine living. In this school there are three text-books: the recipe book; "Healthful Living," a compilation ending with 1898, and the Bible.

We all know the derivation of the word health—"wholeth, to be whole, wholesome, wholeness, holiness."

"Blessed are the pure in heart, for they shall see God."

How the essence of the Middle Ages does stick. Nay, nay, friend, if you are sick you have sin in you; if you are filled with health you are filled with the Holy Spirit.

What did we learn in the kindergarten college? After the rudimentary "sense perception" are we not to begin to lead the child from the immediate object of sense backward to its producing cause and forward to its ideal aim? Yes, that is a kindergarten axiom—maxim—aphorism. Well, friend, let me beg of you to allow children to begin each meal with dry food, zweiback, granose cakes, granola, and gran-nuts; and above all else, to teach the child to chew each morsel thoroly. Not only that, let us look up food-chemistry.

#### STARCH DIGESTION

##### SOLUBLE (amylodextrine)

Ordinary bread, so-called ready-cooked breakfast cereals, mushes, gruels, vegetable soups.

##### HALF COOKED (erythrodextrine)

Well baked baker's bread, crackers, rolls, and gems.

##### PERFECTLY COOKED (achroödextrine)

Zweiback, granose, granola, crystal wheat, and gran-nuts, the brown outer crust of bread.

##### COMPLETELY DIGESTED (maltose, or sugar):

It is the office of saliva to change starch into sugar. Fishes have no salivary glands, for nature never squanders energy. Zweiback, well masticated, produces more than double its own weight of saliva; wet food produces very little. Shall we become a toothless race, and spend our money for malt preparations?

Diastase is found in saliva, in grains just beneath the bran, and in malt, etc. "You know the rest in the books you have read." Diastase is just under the bran, ready to form sugar for the nourishment of the young plant. A morsel of zweiback, or toasted granose, has a sweet taste as soon as chewed. Shall we go on feeding children starch bread—green apple bread lacking in nutrition, lacking the properties. Children will enjoy eating the bread the ancient Greeks, Romans, Gauls, and Britons ate, and the barley will be well chewed, to emulate the Greek athlete preparing for the Olympian games.

Let us take another thought-excursion out on the familiar orbit, "What We Desire Our Children to Be." Since we do not believe in poison do we believe in slow poison, or eating between meals? Remember Daniel's dinner of pulse; David on the hills; the hero of Troy praying for a son more heroic than himself; Lycurgus; Socrates, who said: "How many things there are in this world I don't want."

If Socrates had lived in these days he would have sustained life on crystal wheat, grape-juice, gran-nuts, and bromose; granose-cakes, fresh fruit, and sterilized nut-butter; whole-wheat wafers, legumes, fruit-sugar, and grains cooked in a steamer four to six hours, and in place of cream or sugar, eaten a piece of zweiback with a contented spirit. Socrates would have eaten two meals a day and would have remembered to recommend people to fill up on water whenever they felt empty.

Had Plato lived in the twenty-first century, and worn a hat, he would have reverentially lifted it as he pronounced the words, Yverdon, Keilhau, Battle Creek. He would have taught that the philosophy of education is nutshellled in the word Gliedganzes," "member-whole," and that the duty of each individual is to eat his daily food for *strength* and not for *drunkenness*.

Man is not the dewdrop that slips into the shining sea. He is the dewdrop that reflects the earth and sky. The sole end of man is to be the mirror of divine life and love, says Froebel.

As we gird ourselves for the day's work, after our cold shower-bath, what do we see as "face answers to face"—rosy cheeks and eyes like morning stars? Or do we look dirty and do we think of "germs?"

## TYPICAL CHILDREN'S STORIES FROM THE GERMAN OF THEKLA NAVEAU.

(TRANSLATED BY BERTHA JOHNSTON)

### THE LITTLE FIELD MICE.

**I**T was summer time and in the field were many mice. They were fortunate indeed, for here, where they ran back and forth between the herbs and the high stalks, were ripe peas and wheat and corn. They bit off the ears and carried them to their holes and ate to the full without care or trouble. Then came autumn. The reapers whetted their scythes and one morning the protecting stalks fell, and the mice were without shelter from cats and birds of prey. Then they fled to their holes, and only came out stealthily to fetch a couple of peas and ears of wheat, and many a one was stolen by their enemies.

But the grain was taken up, bound in sheaves and carted into the village, and food became scarce in the field. Soon, too, came the plow, broke up the ground and destroyed the dwellings of the mice. Then said the mice, "Alas! here things are going very badly for us; we will leave and run into the carrot field."

They liked it there very much, for the earth was loose and the carrots tasted sweet; but not for long, for the farmer came, he to whom the field belonged, and dug up the carrots, and as he found many bitten he complained of the mice and killed those which he found.

Now the poor mice must go still farther, and they went to a potato field, but here again they had only a short rest, for the potatoes also were dug up and the mice driven away and killed. Now they complained of the hard times and sadly took refuge in a clover field, dug their holes and intended to stay there all winter; but the times grew ever worse, the fields failed to give food, and the little mice were often obliged to run about a great deal to find a pair of forlorn cherry-stones and hedge plums. At last it grew cold and heavy rains fell, and many mice froze or were drowned in their holes. These were really very bad times. The remaining mice now took flight and went into cities and villages, and sought here in a barn, there in a cellar, a lodging; but the

pursuit did not cease even here. Soon the farmer shut the cat up in the barn, soon the mistress set a trap, and they became ever fewer in number. But at last came spring once more, and sunshine and fresh food gladdened the fields as the few mice who had outlived the winter and were still in good condition came out once more, dug new dwellings, multiplied, and rejoiced again in life.

#### THE MOUSE IN THE LARDER.

The dear mother went one evening into the larder to cut some bread and butter for Lizzie and Karl. On the table lay some bread, ham, butter, and sugar. But just as she was going out she stood still and listened, for she heard a rustling and stirring and, see, a little mouse whisked between the provisions here and there, smelt now of the ham, now of the bread, and then raised itself up to obtain the sugar in the sugar-bowl.

Then said the mother: "Oh, oh, little mouse, what are you doing here in my larder?"

The little mouse replied: "Ah, dear lady, you have so many beautiful things in your room you will surely allow me to take a trifle to my children, they are so hungry." Then the lady took a lump of sugar from the dish, placed it on the table and said: "There, help yourself; no children like to go hungry;" and she went into the next room and told Lizzie and Karl.

#### THE SWEETEST THINGS OF EARTH.

WHAT are the sweetest things of earth?  
Lips that can praise a rival's worth;  
A fragrant rose that hides no thorn;  
Riches of gold untouched by scorn;  
A happy little child asleep;  
Eyes that can smile, tho they may weep;  
A brother's cheer; a father's praise;  
The minstrelsy of summer days;  
A heart where anger never burns;  
A gift that looks for no returns;  
Wrong's overthrow; pain's quick release;  
Dark footsteps guided into peace;  
The light of love in lover's eyes;  
Age that is young as well as wise;  
A mother's kiss; a baby's mirth,—  
These are the sweetest things of earth.

—*Kansas City Times.*



## THE KINDERGARTEN AS AN EDUCATIONAL FORCE.\*

FRANCIS E. COOK, PRINCIPAL OF THE WAYMAN CROW SCHOOL,  
ST LOUIS, MO.

“IF there had been no kindergarten there would probably have been no manual training as an educational function” is the frank and modest acknowledgment of his indebtedness to the suggestions of the kindergarten by Prof. C. M. Woodward, founder and promoter of manual training, an institution which has done, and is doing, so much to modify and purify our pedagogic ideals along the line of industrial education. And similar recognition might justly be accorded to the kindergarten movement in America in behalf of every other prominent feature of what, taken in the aggregate, has been designated as the “New Education,” such as domestic science, the so-called “laboratory method” of instruction, systematic science teaching as well as nature study, the object-method in number work; the revolution in the method of teaching primary reading, where the empty and mechanical word-study of the past has yielded almost universally to the natural, free, full, fluent, and unconscious discovery and use of words, oral and written, in the expressing of facts, found as the result of the handling of objects and the actual, interested contemplation of things and processes. Indeed it may truly be said that, in greater or less degree of perfection, the “rat, cat, and mat method” has been finally supplanted by one which, instead of nullifying or obstructing the work of the kindergarten, now hospitably receives its momentum, utilizes its inspiration, and builds upon its work. The spirit of Froebel has softened discipline by enabling it to flow thru channels of increased interest more rapidly and constantly toward the goal of self-help, voluntary individual effort for the good, and constructive power. In short, the kindergarten is abroad in the land, and its invincible influence is being felt thruout our entire educational curriculum from the bottom to the top, and this influence is felt nowhere more forcibly than in the attention that is being given, in recent

\* An address delivered before the Southern Educational Association at Memphis, Tenn. Friday, December 29, 1899.

years, to the preparation and use of graded literature for the pupil's supplementary reading and self-elevation.

If we turn from the kindergarten to the kindergartner we shall witness a spectacle big with promise for the future in its reflex influence upon the welfare of the schools, as her example comes to be followed more and more by the teachers of higher grades. Behold her in her normal training school as an artist doing her own work, or as an artisan elevating herself to loftier intellectual planes by her study of great literature, whereby her emotions are purified, her taste is cultivated, her vision deepened and extended by the contemplation of these universal ideals. This general, nay, indispensable, example, set by the kindergartner, cannot but be as a great light in the darkness to illumine the way of those still groping in the valley to the serene heights that can only be attained thru culture.

It is but fair to state that the kindergartner, for less money compensation, gets more out of life and gives richer return to the same than any other class of her educational coworkers. Noble example of enlightened altruism!

In this connection another remarkable fact is worthy of note; namely, that while the *effects* of the kindergarten movement, the *results* of its influences, some of which have been enumerated above, have been generally applauded and adopted, there prevails a remarkably tardy recognition of, and acquaintance with, the *source* from which these benefits have flowed—the *influence* of the kindergarten is felt on every hand, the kindergarten itself is too generally either unknown or misunderstood. The beliefs prevail that the kindergarten is a nursery for the care of the children of busy, but indigent mothers; or that it is a playroom solely, where caprice is allowed to run riot; or that it is a place where the spontaneous play of childhood is repressed or curbed in the interest of premature education and discipline; or that it is a field for "fads" of recent growth (a fact too true in many misguided quarters, but foreign to the teachings of Froebel). Such beliefs as to the true purposes and functions of the kindergarten are as false as they are mischievous and misleading. They are worse than no beliefs on the part of those who entertain them.

Froebel was a genius, and the great point of his success was that he succeeded in the infinitely delicate task of *harmonizing spontaneity* and *will-discipline*. In transplanting to and naturaliz-

ing his system in America the greatest danger has confronted his successors here in adjusting it to its new American conditions. In doing this errors of omission and commission have been made by his would-be friends, whose maladjustment has arisen from a misunderstanding of the depth and comprehensiveness of Froebel's theory.

It is a matter of noteworthy remark, that while in many states the message of Froebel has been received, approved, and even incorporated into the general school system, my own Missouri, on whose soil the American kindergarten movement had its origin, has lagged behind many of her sister states in her appreciation of this great and potent movement, which consequently has remained for twenty-five years within the confines of its birthplace, our wonderful metropolis, St. Louis, with the single exception of Kansas City, where, in the past two years, six kindergartens have been established, and the signs of increase and development are most encouraging.

To me a supreme moment in the history of American education was that when Dr. Wm. T. Harris, then superintendent of the St. Louis public schools, and Miss Susan E. Blow, founder of the American kindergarten, first met to consider this momentous question, fraught with so much of weal for education in the United States; for then and there originated on our soil the germs of all that is essential and abiding in what has been called the "New Education." She came with her splendid enthusiasm and native intelligence, tact, and skill, fresh from the study of the practical workings of the kindergarten in its purest form, he recognizing in that the most perfect embodiment of his profound pedagogical philosophizing, she recognizing in this the organic soul of her methods. Then and there theory and practice, perfect form and perfect system, joined in the great work of our latest and most potent educational reform.

From this beginning, in the quarter of a century that has passed, the kindergartens have taken such hold upon the citizens of St. Louis that they no longer need be urged to have them; they now *demand* them with an urgency that is irresistible. Now, whenever a new school building in St. Louis is planned, the architect includes in his specifications provision for a suitable special room for the kindergarten, which has at length become, in all respects, an integral part of the St. Louis school system.

The St. Louis kindergartens now (1898) number 104; the kindergartners, 227. The total number of children enrolled in kindergartens, 9,140.

Early in the history of the movement was organized by Miss Blow herself a kindergarten normal training class; this still survives and flourishes under the guidance of Miss Mary C. McCulloch, the indefatigable, intelligent, and tactful successor of Miss Blow as supervisor of kindergartens, a position she has held successfully for the past fifteen years. Miss McCulloch is ably assisted by Miss Mabel Wilson, who ranks without a peer in her grasp of kindergarten theory and eminent power to exemplify and unfold the same.

From this school, at one time or another, have gone forth those trained kindergartners who may be found doing noble missionary work for the cause of Froebel thruout the length and breadth of the land.

The normal training class at present has seventy-four cadets. The completion of the first year's work entitles the student to a certificate for paid assistantship in the public kindergarten. The completion of the second year's work secures a diploma for director.

Briefly, the essential aims of the kindergarten may be indicated in the following words: Continuity, Unity, Self-Activity, Freedom, a rubric well known to all good kindergartners. A *continuity* of progression and relation which would not, after the manner of the Herbartians, correlate in an endless chain of cause and effect, a transcendental will and a transcendental intellect; a *unity*, not of aggregation, but *organic*, resulting from and including all variety; a self-activity, not born of caprice and ministering to the same, but characterized by the willing surrender of the willful self to the "larger selves" to be found in the rational will of all, as manifested in those eternal institutions of spirit, the family, civil society, the state and the church—a freedom that does not mean license, but rather liberty within the law.

Having thus far indicated the aim of Froebel, let us next consider the origin and form of the method by which he proposed to reach this end.

"In the fulfillment of his destiny; in other words, in his struggle toward self-consciousness, the individual is aided by three things: by nature, by his own activity, and by his relation to other men (in institutions, or in history)."



"Born in unconsciousness and destined for freedom, man is constantly engaged in making the abstract real, the ideal actual."

We feel before we think; our feelings are rudimentary forms of thought which first find utterance thru the activity of the will, the contemplation of whose deeds results in ideas which, tho crude at first, engender a new emotion, which again finds expression in some fresh form of will activity, returning to newer and fuller thoughts; this process, an infinite one, finds confirmation not only in the life of each individual, but in the course of human history, which is all eloquent with this transparent intimation.

When men have felt more than they have thought they have expressed their feelings in *symbols*, unconscious of their true rational significance, taking the sphinx, the chimæra, and the myriad myths immediately and literally, leaving to the future the task of interpretation.

Recognizing that the course of history was confirmed in the life of each individual child, Froebel felt that, if fundamental ideas were to be foreshadowed to little children, it must be in the form of *symbolism*; so he again says, "In every child I see the germs of a perfect man;" "Plays are the germinal leaves of later life." In play caprice prevails, in work prescription, and these apparently irreconcilable antitheses were happily harmonized by Froebel in his invention of the gifts and occupations.

The gifts we find to be the potent means of developing the idea of unity for the intellect, constructive power for the will, and the method of symbolism for the heart. The first and second gifts respectively furnish the child with the universal types of color and form, the possession of which as predicates will enable him to unlock the secrets of nature and of life; by means of the third, fourth, fifth, and sixth gifts (building blocks) the child's constructive power is fostered, and, in this connection, attention should be called to the stress which Froebel lays upon *continuity*, suggesting that the child shall not be permitted to destroy his present work and on its ruins build another, but that each form shall be preserved and built upon thru modification, thus impressing the idea of *continuity* as well as change. With like emphasis he insists upon continuity and gradual development, in the transition, one from another, of the three periods of infancy, childhood, and boyhood, which he defines to be respectively, the period of nurture, of *life*, or the rendering of the internal external,

and the period of *learning*, or the rendering of the external internal.

"What we are trying to imitate we begin to know," and the games furnish the efficient means by which the child's spiritual growth is fostered thru the developing of his ethical will by engendering sympathy with those "larger selves," the institutions of spirit, namely, the family, society, the state, and the church.

Taking the hint from Goethe's pedagogical province, Froebel made *music* the center of his system, and the theme of the great majority of his songs will be found to be the one under the many, the unseen under the seen.

That the heart and will, as well as the intellect, are susceptible of, and entitled to, education, was a prime tenet of Froebel, which, tho manifest thruout his method, finds clear confirmation in his songs, where we have melody for the heart, words for the intellect, and gestures for the will.

In the passage from feeling, thru action, to thought the æsthetic sensibilities unfold toward the common goal of freedom by the cultivation of the child's sense of unity, symmetry, harmony, grace, by encouraging cleanliness and neatness of person, attire, and surroundings, rhythm of action, harmony and delicacy of color and tone in song and speech, symmetry of work, freedom and grace of manner, until the thought of self blends into consideration for others; with *politeness* the discipline of ethics begins, and rises thru what may be called institutional sympathy to the pure realm of insight. Again says Froebel, "What sympathy is to the heart so is the thought of unity to the intellect."

Conscience, the criticism which the ideal makes upon the real, is also quite susceptible of culture thru the brightening of our ideals; it is the bridge that leads over from ethical morality to religion, which, beginning with a "sense of community," rises into consciousness with the recognition of a *person* as the first principle; "supreme idea," "moral order," "absolute harmony," "persistent force," are not religious categories, but "God" *is*.

In education the sooner the child is taught that a personal God is the underlying energy of life the better.

To summarize: The key to the *aim* of Froebel is *inner connection*, or *unity*; the key to his *method* is the recognition of the parallel between the growth of the individual and of the race.

But what of the "new education" (so-called), an expression,

the universality of the application of which is only equaled by the vagueness of its significance to most of us?

If we consider only the trivial and imperfect educational devices to which this term has been so often applied, we are disposed to look lightly upon it as something illusory and transient; but to the eye of the thoughtful observer, the trend of education for the last decade, or longer, has been steadily and decidedly toward the study of nature and her methods. If this movement were to go no further than to the results reached by *analysis* or *abstraction*, and to mere *classification* based upon these, then our inquiry would have but a poor reward, and such education would forfeit entirely its title to the term "new."

But continuing our synthesis beyond this point we shall find the essence of nature to consist of the constant play of *forces* whose activity is neither haphazard nor independent, but subject to the influence of inflexible *laws*, whose quiet realm lies wholly within the domain of *mind*. Thus at length we find the study of nature, pursued unswervingly to its logical end, leading up to mind as its ultimate truth ("nature is thought outside of itself," "nature is thought in solution").

Thus under all, down deep in the unbroken synthesis of being, we reach that eternally self-active and creative energy, at once the basis of all unity and the source of all variety, that intension and extension which constitute the very soul and method of Froebel, and which may truly be called the end of the "New Education." This fact may account further for the increasing admiration for Froebel and for the general growing tendency to partially apply his methods.

I have been requested, at this point, to give some account of the important movement that has been going forward in the city of St. Louis for the past fifteen years, and whose practical success is now certainly assured, namely, the extending of the influence of Froebel from the kindergarten to the primary and higher grades.

It was not our purpose to *reproduce* the kindergarten in primary work, but rather to build upon this by taking a step higher; extending the spirit of Froebel's method, as it should be extended, in the light of new conditions; influencing maturer minds.

It is our purpose not to stop with the primary, important as a reform here might be, but to carry the synthetic method of

Froebel, readjusted of course to the change of advancing conditions, up thru all grades, even to the highest.

This end has been successfully reached, and has constituted a revolution for the better in the educational work of our schools.

It is a fact that, in many schools, the expanding growths of the kindergarten had been well-nigh chilled to death in the uncongenial atmosphere of our primary grades, where methods seem too often to have been ingeniously devised to prevent children from telling what they know, and also from gathering fresh information, lest time be lost (forsooth) from the work of the mere memorizing of empty word-abstractions.

To cure these and kindred evils it was determined to turn the attention of our primary children more to the contemplation of nature as expressed in the familiar forms of animal and plant life, allowing the making of words and sentences to flow naturally from the description of the facts presented. The result exceeded vastly our highest expectations, for we soon found our little ones giving oral, written, and pictorial expression to their impressions, in a form so extensive and varied as to require repression and guidance rather than encouragement; new words were so rapidly acquired to keep pace with fresh ideas, that it was found that, owing to the interest created, in spite of the extra time devoted to the study of objects, much more rapid progress was made in reading and writing than by the old method of word memorizing. It was noted furthermore that the reading, and indeed oral expression generally, took a more fluent and natural form, undoubtedly due to a closer comprehension of the meaning of the words expressed.

In order to keep this new work of free expression from drifting into irrelevant channels, our assistants were instructed to confine their questions to those lines along which the mind logically develops into deeper self-consciousness; such a course economy and good education demanded. Accordingly the following scheme of object-study, indicating the steps which the teacher should require her pupils to take, was prepared, and, I may add, has been carefully and encouragingly followed thruout our grades with satisfactory results:

1. The object is *isolated* by definition, attention being thus directed to it.

2. Its *qualities* are noted, enumerated and grouped, this latter suggesting the idea of unity, or many in one.



For the taking of these first two steps the gifts of the kindergarten render valuable aid to those who have used them, since they have already familiarized the child with universal forms, with the habit of constructing according to these, and also with the power of portraying, or representing the same.

In our primary, as in the kindergarten, the pupils begin with *doing*; constantly handling objects, modifying and reconstructing the same, making language expression the free result of this practical apprehension.

3. The pupil is required to *abstract* a single quality from the group thus constructed, and

4. To *classify* under it other known objects also possessing this quality, thus beginning generalization. (Example, What other animals wade, scratch, perch or swim, etc.?)

5. *Relations* are traced, such as those of likeness and difference, cause and effect, force and manifestation, etc. (thus giving rise to the judgment and its form, the proposition).

6. *Changes* and *processes* in, and derived from, objects are noted, and their various stages are compared with each other.

7. Is shown that under all our knowing is the living, creative unity of God.

In this work it is designed to observe familiar objects *in their appropriate season*; namely, in the fall, fruits of various kinds; in the winter, external physical nature; in the spring, seeds, seedlings, and buds; and in the summer, flowers, plants, trees, leaves, etc. Of course the study of animal life should extend thruout the year, regardless of season.

Briefly to illustrate the foregoing. In the spring the children are busy watching the development of beans, peas, and other seeds that they themselves have planted at intervals of three or four days, thus establishing a *series* of stages of growth, which are compared with each other, first, in the same plant, and then with corresponding stages in other seedlings.

As far as practicable the children should do the work not only of planting, but of caring for, watching, noting changes, and reporting their observations.

*Connections* are also traced between the parts of the seedling and those of the seed from which they are derived; in fine, all the stages of the plant are noted in that process by which it

passes from the seed state back to the seed again, thus completing the circle of nature.

Thus the mind of the child constantly seeking unity and finding the one under the many learns to apprehend, more and more, the goodness and providence of the one Creator and Sustainer of all.

Individual freedom of choice, encouraged in the games of the kindergarten, reappears in our primary in the free selection of objects, pictures, as well as fellow pupils, in their language work, their number work (oral, pictured, and written), in their so-called "talking problems" and "occupation-guessing" plays.

The kindergarten sympathy with civil society is kept alive by our primary children when, in the tracing of various processes, they dwell upon those who caused the changes noted, namely: (a) The butcher furnishes the meat; the tanner tans the hide into leather; the plasterer uses the hair in his mortar; the shoemaker turns the leather into shoes for us. (b) The farmer grows the grain; the miller makes the flour; the baker bakes the bread as food for use, etc

The kindergarten exercises for patriotic will culture on prominent state historic days, with all their gala decorations, songs, and marches, are subsumed by our primary, and extended to more reflective work, such as descriptions of the flag, its history and significance, etc.

The daily morning reverence of our unsectarian opening prayer repeats the kindergarten attitude, and keeps alive those emotions which ought ultimately to find their home in the church.

The symbolism of free and fitting gesture survives in the primary as the graceful accompaniment of songs and concert exercises, as instanced in our number, trees and snow recitations, and in our blacksmith song.

The instances of coöperation and mutual helpfulness already given will indicate the attention we are paying to will and heart culture, our aim being to foster the spirit of altruism, where each is for all and all for each, thus transplanting to the school the essence of family love, that it may be in so far encouraged to ripen into the "missionary spirit" of maturer, practical years.

As a result, then, of these innovations we find oral language, reading, writing, and number work, advanced both in depth and

extent, the parents pleased, the children happy and industrious, with care for discipline practically reduced to zero.

Touching the extending of the spirit of Froebel to higher grades, it may be added that the foregoing method may well be pursued, without material modification, thru the third year.

From the beginning of the fourth year on, the mere naming of the stages of progress in processes should be changed when teaching what may be called the Industries, wherein are taught, with objects as far as practicable, the minuter processes by which these stages are practically reached; not only, for example, that wheat is transformed into flour, and cotton into clothing, but *how* these results are practically accomplished. Here, also, in connection with descriptive geography, should the leading facts of physical geography be taught, such as the causes of rain, snow, hail, earthquakes, coal, tides, winds, coral formations, the rainbow, etc.

Our methods of instruction generally should aim to supplant the present too prevalent one of merely analyzing isolated, unconnected lessons for the day, a method in which there is and can be no educational force or growth, by the synthetic method of Froebel; a method whereby lessons and studies may be related and thrown into proper unity, being crystallized around their central and creative ideas, essentials and non-essentials being placed in their proper intellectual perspective, thus affording true culture by extending the pupil's mental horizon and by tightening his intellectual grasp upon the subject of study.

In the developing of this general power much aid may be afforded by frequent and comprehensive reviews, which will enable the student to acquire the habit of considering the parts in relation to the whole; as is well known, this power marks the chief distinction of the cultured from the uncultured mind. It is axiomatic that education is not the acquisition of knowledge, but rather that discipline which engenders breadth of view, purity of taste, and self-command. The time spent on disconnected detail work, with its necessarily narrowing results, is the fruitful source of discouragement on the part of our boys, who leave school with pathetic frequency before their course is finished, all unpossessed of that creative and constructive power which would be of priceless value to them in their contact with the practical world of affairs.

What we want for our pupils is self-help, voluntary individual

effort for the good, and constructive power; whatever method leads to these is legitimate, and ought to be tried.

The recognition of will-education, considered apart from intellectual advancement, by the judicious establishment of a roll of honor, and the keeping of a permanent record of those who do their duty, we have found most successful in the promotion of character culture.

The affording to pupils a standing opportunity for them to raise their record by the offering of extra marks to those who voluntarily hand in written or pictorial work, has yielded an abundant harvest of exceedingly meritorious paraphrasings, reproductions, dainty maps delicately and harmoniously colored, beautifully illustrated compositions on various subjects often involving much study and research.

It has been generally recognized that the ascent of mind into constructive or formative power is best subserved by the study of art, especially in the form of literature; and we have found another good means of promoting mutual aid and self-help to be, the devoting of a portion of Friday afternoons to the reading, for the purpose of reproduction, oral and written, of a portion of some suitably graded English classic. The reading, whether by teacher or pupil, should be as excellent as possible for obvious reasons. For the purpose, I consider this course preferable to that of placing supplementary reading directly into the hands of pupils; the information thus obtained is not so extensive, but it is vastly more *intensive*. It will be quite time enough to let the child have the book when he has become sufficiently interested in it to ask for it.

During the past year the primary children have been made familiar with the standard fairy tales, those of the third grade with "Æsop's" and "La Fontaine's" fables; the fourth and fifth grades, Charles Lamb's "Adventures of Ulysses" and "Gulliver's Travels"; the sixth and seventh, with Miss Pollard's "The Bible and Its Story" (those non-sectarian parts, of course, referring to the lives of the patriarchs); in the seventh and eighth grades, Church's "Story of the Iliad" and "Odyssey" and Smile's "Self-help."

In fine, the success of our object work has been due to its *rational unity*, possessing also the elements of correllation and elasticity sufficient to enable it to adjust itself to our entire eight



years of work; the chasm between the kindergarten and the primary seemingly needed a bridge, and a further advance implied a system of bridges between grades thruout the course; but, as a matter of fact, we found no bridge needed at all, but discovered our course to be rather a spiral one, returning yearly upon itself, thru the seasons, not at the same dead level (this were a treadmill), but to ever-rising heights, which yearly extend the circle of the mental horizon, until a point is reached where the faithful student may behold, as the reward of his patient application, the entire process of his own education from the beginning to this final point, and he then discovers that his growth has been really not an ascent, but an unfolding.

It is certain that heretofore schoolroom work has rarely reached beyond inductive or deductive methods; we claim that our nature study includes these, and develops as their outcome yet another method, that may be called the Dialectic, which, however metaphysical in its abstract definition, is beautifully plain and simple to even the youngest child in its practical workings, namely, in the tracing of *processes* in all relationships:

"In the year 1836 Froebel, in a remarkable essay upon the 'Renewal of Life,' pointed to the United States of America," says Hailmann, "as the place best fitted, by virtue of its spirit of freedom, its true Christianity, and its pure family life, to receive his educational message and to profit by its teachings."

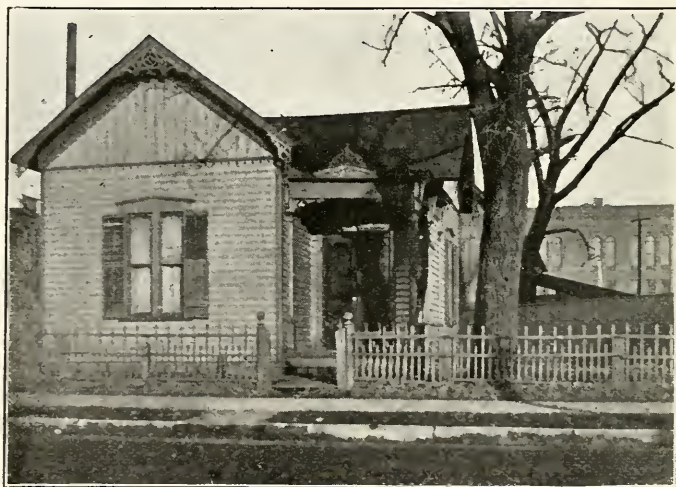
That these words were prophetic the present time already amply testifies; but how vastly more so will they have become when the great movement of educational reform, now sweeping over the broad land, shall be transformed into a revolution, and when men shall become generally conscious of the identity of the spirit of Froebel with what may truly be called the "New Education."

Froebel was the very first to voice the mandate, "Send the whole child to school," and when the good time shall come, as come it will, and the heir shall at length come into his own, there will arise a general recognition of the source and origin of all that is good and abiding in modern education, and we shall then realize more fully than ever before the significance of those momentous words of Holy Writ—"And a little child shall lead them."

## THE KINDERGARTEN IN DES MOINES.

AMELIA MORTON.

**T**WENTY-FOUR years ago what is now the city of Des Moines, boasting a population of 85,000 people, was only a small but growing western town. This town was fortunate in having many thoughtful, educated and progressive people, and among this number two ladies who knew of the good a kindergarten in a community would do, and were anxious to secure one for the benefit of their own and other



Kindergarten Cottage, 1876.

little children. Thru their efforts Mrs. Lucy B. Collins, recommended by Miss Blow, was induced to open a private kindergarten in Des Moines.

Certainly a wise Providence directed the choice of this lady; her personality was fascinating, young and old feeling the charm of her presence; she was an enthusiastic lover of her work, and brought remarkable talent and inspiring spirit to it; she endeared herself to the people and made many converts to the then new and little known system of child training.

Her little kindergarten flourished, moving from its first room

to a better, and finally establishing itself in a home of its own—a cottage built to be its permanent abiding place—a cottage which is still pointed out by many a man and woman as “The place where I went to Mrs. Collins’ kindergarten.” In thinking of those old days they fully realize the poetic figure which makes the kindergarten “the enchanted entrance to the temple of learning.”

The year 1884 was an important one in the history of Des Moines schools, for then it was that the kindergarten was incorporated into the public school system, making Des Moines the second city of the United States to undertake this wise move. It was brought about in a natural and easy way. A first primary teacher in the Irving building wanted a year’s leave of absence. Mrs. L. M. Wilson, the principal, had observed for several years that the children who entered the public schools after having attended kindergarten were able to progress much more rapidly than others. She studied the children carefully and decided it would be a great advantage to have kindergartens in the public schools, where all could have the benefit; so she went to Mrs. Collins and induced her to come in and take the vacant primary room. From September to January Mrs. Collins taught the first primary grade according to the methods then in vogue, using some kindergarten occupation work. Finally, that best of arguments, good work, prevailed, and with the help of Mrs.



Mrs. Lucy Collins.

Wilson she induced the school board to give her permission to equip and carry on a kindergarten for the rest of the year as an experiment. She wisely stipulated that she be allowed to do this without a suggestion of change or adaptation of the Froebellian methods and ideals.

In the following year the training of teachers was undertaken. New kindergartens were introduced, at first at the slow rate of one a year, but never was the wisdom of the old saying, "Make haste slowly," better proven than here, and nowhere are kindergarten ideals more deeply engrafted in the hearts of the people.

Mrs. Collins died in the winter of 1887, leaving the priceless legacy of love and cheer to all who knew her, and firmly established kindergartens to the citizens of Des Moines. Her beloved memory still abides with those so rarely fortunate as to have been associated with her.

Miss Rose Morrison, who had been an assistant, and, later, a director under Mrs. Collins, took up the work of supervision for the remainder of the year, leaving at the end for a year's study in the east, with the understanding that she was to have the position on her return.

Miss Sarah Green, of St. Louis, supervised during the year Miss Morrison was away and the next fall went to North Des Moines, which has a separate school district, establishing kindergartens there.

Miss Morrison held the position of supervisor five years, and to her systematic work and executive ability the Des Moines kindergartens owe much of their stability; her force and strength of character broadened the movement, gave it weight, and made stronger that which was already established. She left Des Moines for Cleveland, Ohio, where she still holds a prominent position in a normal school for the training of kindergartners.

Miss Emma B. Fletcher, a lady of unusual ability and beautiful character, was Miss Morrison's successor, but remained only one year, leaving to study further in Europe. She was succeeded by Miss H. Adelia Phillips, coming to us in the fall of 1894. She received her training in Chicago, having studied in several of the different training schools, and she brought to the work untiring energy, enthusiasm, and a broad, progressive spirit.

Under the different supervisors the kindergartens of this city have always kept pace with the times; the teachers study and



investigate all new ideas; they have never been faddists, but while informing themselves thoroly they do not discard that which is good of old ideas nor take up all of the new that is offered; they choose the wise and safe course of taking from both all that will make their work more efficient. The aim of our kindergartners is to make each child self-active, self-reliant,



The Irving Kindergarten Room.

and self-controlled; to give each child all the liberty he is capable of using, and no more; to avoid license, which is too often mistaken for liberty. With this aim always before them, and the child's best good in every way always at heart, our kindergartens cannot fail to be a blessing to the community, and blessed is the child who has spent a year with one of our earnest, sweet-souled, inspiring teachers.

The kindergarten spirit has permeated our whole school system, and our superintendents, supervisors, and teachers have taken great pains to so arrange the work of kindergarten and

primary grade that there may be harmony, and so that the child may pass from one to the other and realize no abrupt change.

*Training Class.*—The training class in connection with the kindergartens is one in which we may well take pride. Including the ladies who will complete the course this year there have been graduated 156 students. The number each year is limited, lest too many pupil teachers in the schools should be detrimental to the work; the idea has been the class for the schools rather than the schools for the class. Certain requirements as to educational qualifications are required of those who enter this class; the applicant must at least be a graduate of a high school, or have had advantages equivalent to this. At first only one year was given, but in 1895, at the beginning of Miss Phillips' second year as supervisor, the course was lengthened to two years, and made equivalent to the standard suggested by the I. K. U.

Last fall Drake University made arrangements with the West Des Moines school district, whereby the training school became a part of the university; the students in this department therefore have the opportunities offered by the university in the way of work under specialists, and the students in the primary department are enabled to get some kindergarten training. The influence of the Des Moines training class is widely extended; of the number graduated about one-third are married, and wherever they may live are always staunch supporters of the kindergarten; of the others, several are directors and assistants in Des Moines, while others occupy prominent positions in this and other states; even so far west as California are graduates of this class found, also in very many of the newer western states; several are carrying on the work east of here; one is in South America, while a number have been so inspired with the love of study that they have gone to other schools for further culture.

*Froebel Association.*—A society of Des Moines kindergartners, known as the Froebel Association, began its existence in 1892. It was formed for the purpose of furnishing a library and to promote a more sympathetic and intelligent coöperation of patrons and teachers. The membership is not confined to kindergartners now, but includes any who are interested. The library now contains 115 educational books and a number of pictures, which are loaned to the different kindergartens. Meetings of this association are held once a month during the school year, and from a

long list of subjects which have been considered at the different meetings the following are chosen as representative:

Self-reliance—how to secure it in home and in school.

Employment of motor activities in teaching.

Classical literature for children.

Two committees, added within a year or two, have proved very helpful. The current educational committee reports at each meeting on the best articles in the recent magazines. The press committee edits a column once a week in a city paper and furnishes articles for a school journal. This work is undertaken in the hope of helping mothers who may here find suggestive stories and poems, also directions for simple hand work.

The Froebel Association has offered its services to the committee preparing for the Mothers' Congress, which meets here next spring, and, judging from its work in the past, will certainly be able to give valuable assistance.

Des Moines now has seventeen kindergartens connected with the public schools. The subjects to be considered in the directors' class this year are the following:

1. Nature Work: (*a*) What phase is best adapted to the kindergarten child? (*b*) How to make the work most profitable.
2. The kindergarten story.
3. The kindergarten music.
4. The spontaneous activities of the child, and how they are best met in the kindergarten work and play.

We are proud, and justly so, of the spirit which pervades our kindergarten work. It is felt in the training class, where the young women work with hearty enthusiasm and with perfect loyalty toward the supervisor and the schools. Among our teachers there is unusual harmony, the spirit of love, which is the mainspring of the kindergarten system, seems to have wrought itself into their characters. In addition to this, they are an intelligent, intellectual class; they are progressive and enthusiastic, and avail themselves of every opportunity for advancement and culture; they are keenly alive to all questions of the day, and keep themselves in touch with all movements tending to the improvement of humanity.

## SECOND ANNUAL MEETING OF KINDERGARTEN DEPARTMENT SOUTHERN EDUCATIONAL ASSOCIATION.

MEMPHIS, TENN , DECEMBER 28, 1899.

(Reported for the KINDERGARTEN MAGAZINE by Eveline A. Waldo,  
New Orleans.)

THE Kindergarten Department of the Southern Educational Association, which held its first meeting in New Orleans December 27, 1898, was again in session on the second day of the association's meeting in Memphis, Tenn., 1899. Those to whom the department owes its first success were present, or sent greetings and God-speed. Strange to say, tho the personnel of the program was different, the same cities were represented as at the first meeting. The speakers from St. Louis, Chicago, and Louisville, at no little expense and trouble to themselves, contributed generously of their talent and time to the cause, making the caucus in every respect a memorable one in the history of the movement in the South.

The department, by the courtesy and kindness of the Nineteenth Century Club—the woman's club of Memphis—held its meeting in the club's assembly room. The audience comprised many of the prominent men and women of Memphis, in addition to the visiting kindergartners and educators of other grades.

Seated on the platform were Miss Mary McCulloch, president of the department, and Miss Eveline A. Waldo, its former president, who in the absence of Miss Lena Kneffler of New Orleans, acted as secretary. At the appointed hour the meeting was called to order by the president, and Mrs. S. B. Anderson of Memphis, president of the Nineteenth Century Club, rose, and in the following words welcomed the Kindergarten Department to Memphis and the club rooms:

It is a privilege to welcome to Memphis this kindergarten association. We consider it as particularly appropriate that you assemble in this club room, for as women we are naturally interested in little children; as intelligent women we are interested in their education. We add to the hospitality of our club rooms



that larger hospitality of the open mind, which is ready to receive all the good that you bring us. Madam President, we do indeed welcome you to our city, our club, our minds, our hearts.

Miss McCulloch responded to this welcome by saying when she had entered the lovely club rooms, on her arrival in Memphis, she had been gladdened by their home-like appearance, which so suited the spirit of a kindergarten meeting, which meant a drawing nearer together—a helping of each one to a higher, purer, holier life. She said then to those assembled:

A year ago, in New Orleans, there was planned and launched a ship by Miss Eveline A. Waldo, who today will act as our secretary. This ship today comes to Memphis. This ship is the Kindergarten Department of the Southern Educational Association. I think I may call this a representative gathering of kindergartners. We have with us today Miss Mari Hofer of Chicago, Miss Finney Murfree Burton of Louisville, Miss Mary Alice Peek of Memphis, Miss Eveline A. Waldo of New Orleans, and Mr. Francis E. Cook and your president from St. Louis. Our ship bears on its banners the kindergarten motto.

The kindergarten rests on universal principles, and among other lessons teaches unity, creative activity, and freedom. Unity to the mothers means a drawing together of mothers in the great cause of child culture. If they are to develop the child they must understand its nature and develop it in its three-fold aspect, and do this in the right way. Mothers wish what is best for the child, but is it best to leave this development of the child to instinct? The essential nature of the child is its divine origin.

Freedom to the mother means developing the child so that it can reveal truly, wholly, and purely this divine origin.

The way to all this is seen by the educator as play—play in its highest sense. All good work is the result of freedom and a good outward expression. All freedom partakes of the spirit of play. All teachers should cultivate this spirit, and every kindergartner should know the school work that succeeds her's, and every teacher should know the kindergarten. In the kindergarten constant lessons in loving and giving, in justice and mercy, are taught. The kindergarten song:

Christmas is coming, how happy are we!  
One of our joys is our Christmas-tree,  
Laden with gifts for papa and mamma;  
Our time for giving, hurrah! hurrah!  
Doing and giving, here we are taught,  
Makes us strong. Have you ever thought  
It is that makes Santa Claus the happiest man,  
Since he gives and he does just all that he can?

is typical of this spirit. The spirit of giving is inculcated into the child.

All children need the kindergarten—the child of the wealthy as well as the child of the poor. The kindergarten represents the science of motherhood; it teaches the science of childhood. All teachers should seize the play spirit. It belongs to the whole school, from the kindergarten to the university. It holds the story of the mother love, the story of the family love, and the story of that larger love—their relations to the world. I thought upon hearing Dr. Junius Jordan speak of the race question as the great problem of the South, that this great question might be solved by the kindergartens. In St. Louis we have eight kindergartens for colored children presided over by cultured women of their own race. Here these children are taught the value of home ties, and in them is created a greater love and respect for the responsibility of home life.

In the kindergarten plays of the carpenter, the miller, the miner, and other workers, the child by imitation is brought close to the world of industry and has his sympathy fostered with it. . . . I would say to the gentlemen here that to them is given the task of seeing that the state gives to its children the best. The state owes it to these children, and to these gentlemen would fall the task of seeing that the state gives, at no distant date, its sanction and approval and support to the kindergartens, and to them would be left the duty of seeing that the kindergarten no longer rests upon private support, but that it becomes a part of every public school system. I am an optimist. I believe all this good is coming to us, the signs are so good.

Miss McCulloch then introduced Miss Mari Hofer of Chicago, saying that to any audience an introduction to Miss Hofer was a mere formality, as she came to us with a national reputation for the work she had done in music.

#### SONG INTERPRETATION.

Miss Hofer spoke briefly on music in the light of the new education, as follows:

The new order in education does not mean merely a better use of materials, but the recognition of a new motive in their use. Froebel's statement of the creative power of the child places a premium upon genius, and redeems the mass of humankind from the commonplace. Froebel, as no other educator, gives a new use and value to art and art materials in the upbuilding of the child as a creator and artist. In this he brings art again into right relationship with life as a rational expression of the individual in daily doing.

The first use of music to the child is not as something to be

learned or acquired, but as a medium of expression. In the home and the kindergarten he comes in touch with life concretely—he senses and experiences. His experience he may talk, act, or sing out with equal freedom. The first songs for children should be embodied experiences, bits of life represented in simple melodies and rhythms. They should be natural and spontaneous in their character, of a conversational and communicative order. In their performance the creative and original may be encouraged in the children. In this way music soon becomes a language to the child. Thru the variety of themes presented he gains dramatic power and discrimination. Color, form, light and shade, motion, movement, are revealed to him. Thru melody, rhythm, and harmony, musical imagery is established and a musical consciousness cultivated.

Miss Hofer then illustrated in many charming songs the lessons which may be brought unconsciously to the children in song singing. In telling the story of the songs, flat, shrill, and uncolored singing must gradually give way to moods and the higher artistic qualities of interpretation.

Miss McCulloch then rose, and after thanking Miss Hofer, said: "We have many kinds of kindergartens. We have the home kindergarten, the public, the private, and the free kindergarten. A great deal of work of the last kind has been done for years in Louisville. We have today with us the assistant superintendent of the Louisville free kindergartens, whose work is well known, especially in connection with the Sunday-schools, Miss Finney Murfree Burton."

A synopsis of Miss Burton's talk is given below:

"THE CULTIVATION OF HABIT IN THE KINDERGARTEN."

This paper covered the three divisions: Habit, its definition and value; the eradication of bad habits, and the cultivation of good habits. The value of the positive in the work with the children, rather than the negative, was emphasized. The position taken was supported by citations from eminent psychological authorities, and also by the results of experimental work in the Louisville free kindergartens. Among other things Miss Burton said: "Habit has been defined as 'The effect of a frequent repetition of the same act; habitual practice; custom; inveterate usage.' While from Professor James we have the statement, 'An acquired habit, from the physiological point of view, is nothing but a new pathway of discharge formed in the brain by which certain incoming currents ever after tend to escape.'"

The above sentence suggests a little stream making its way down the side of a mountain. At first it is hindered and turned aside by sticks and leaves, stones and roots of trees, and makes slow progress; but the bed of the stream is ever being gradually defined, and with the heavy rains the channel is cut deeper and the fuller volume of water rushes down with more forceful and increasing speed. So each time an act is performed it has its effect in its "pathway of discharge," and each succeeding performance is easier than the first. Repetition, and the quality of plasticity, are essential to all formation of habit.

Men have been called "bundles of habits," children, "bundles of tendencies." If the tendency is to become fixed, made permanent, the act must be repeatedly performed before the nerve matter sets or grows to the mode in which it is useful.

Longfellow wrote of "The Ropewalk":

In that building long and low,  
With its windows all a-row

Human spiders spin and spin,  
Backward down their thread so thin.

Yet we need no poet, simply a knowledge of life, to realize that, old and young, "we are spinning our own fates," that the thought, or look, or word, or feeling, when once indulged, is forever after a part of us; a cord holding us to higher, better things, or a rope binding us to the lower level from which the soul seeks to escape.

The kindergarten, a habit-factory, is a busy workshop where the kindergartner and her assistants are the directing power, and each little child is consciously or unconsciously at work. John Stuart Mills says: "A character is a completely fashioned will." Then how important are the fashioning process and the period of formation.

From our habit-factory we wish to send out the best results; the best habits only are to be acquired; our endeavors are in that direction.

If when the child comes to us, at three years of age, he has a bad habit, how shall we get rid of it?

You banish the darkness from a room by opening the windows and flooding it with sunlight; you "empty a glass of air by filling it with water."

A bad habit in a child is often the lack of a virtue, the want of some good quality.

With the students of the training class we have tried to have the teachers work toward the inspiration of the right desire, giving them a positive aim. For example, a child is rude. Rudeness involves a lack of politeness. We do not have the student teachers work on the rudeness, but strive to inspire, not force, the politeness. The question kept ever to the front is, not how



shall we get rid of the bad habit, but what good quality shall we inspire in its stead. Stealing sometimes shows itself in our work in the free kindergartens among the most neglected classes. This comes from lack of honor, a disregard of property-rights. In these cases we have helped to develop the right habit by giving the child something of his own to care for under direction and guidance, and have worked to inspire him with a sense of honor.

Even physical habits are most easily acquired in childhood. The boy taught to walk correctly, stand erect, and hold his head up is already ahead of the little fellow beside him on the circle who stands on one foot, has a sunken chest, and breathes incorrectly.

Physical habits are important things; cleanliness of person is a help toward purity of thought and word.

The danger in the school is for the teacher to become so absorbed in reading and writing, that she forgets that the more important thing is the habit of body or mind formed while the child is acquiring these. The same danger creeps into the kindergarten in the kindergartner's becoming so absorbed in the child's acquirement of knowledge of geometrical forms, color, number, and sequence, that she too forgets that the more important thing is the habit of interest or attention or logical thinking which the child has gained, or might have gained while acquiring this knowledge.

We can judge of the great importance which Froebel attached to the formation of good habits in childhood when we remember his words to mothers.

O, blessed thought that God to us hath given,  
The finishing of that which he hath planned.

In a few well-rounded phrases Miss McCulloch voiced the appreciation of all who listened to Miss Burton's paper, and then asked the assembly what was their pleasure in regard to the appointment of the committees. It was voted that the president should appoint all committees. This resulted in the following:

Committee on Nominations—Miss Mari Hofer, Chicago, chairman; Miss H. H. Spinning, of Memphis; Miss Jane Porter Scott, of Louisville.

Committee on Resolutions—Miss McNair of Florence, Ala., chairman; Mrs. James, of Nashville, Tenn.; Miss Fuller, of Springfield, Mo.

Miss Mary Alice Peek, of Memphis, was next introduced, and gave quite an interesting exposition of the Fletcher system of musical notation and sight reading for the older children, Miss Peek's own class of little ones doing the ordinary work of their daily music lesson.

At the conclusion of this Miss McCulloch introduced in a few happy, well-chosen words the next speaker, Mr. Francis E. Cook, principal of the Wayman Crow School of St. Louis, and one of the best and bravest champions of the kindergarten. Mr. Cook said he would speak for only a few minutes, as he would repeat himself the next morning at the general assembly.

[The speech then made will be found in another part of the magazine in full, so only a synopsis of Mr. Cook's speech before the Kindergarten Department is given below.]

#### THE CULTURE OF THE KINDERGARTEN.

1. Introductory reflections on the degeneracy and elevation of modern art; contrast between it and that of the earlier classic and romance periods, when the artist and artisan were identical, the solution being the unifying again of the two; those of artistic instinct to acquire practical skill, and those possessing the latter to elevate themselves, thru culture, to the insight and inspiration of the former.

2. These reflections carried over and made to apply to teachers, who may also be divided into the two classes of artisans and artists, the solution of their problems being of the same nature, the union of theory and practice, insight and skill.

3. The kindergartner as a shining example to her fellow-teachers, in that she actually strives to do this very thing. A vision of the kindergartners at work in their schools, where they may be seen doing their own work, purifying their emotions, cultivating their taste, deepening and extending their intellectual vision thru the study of the great literature, and all this accompanied by music, instrumental and vocal, in song and speech, these adorned with grace of action.

4. Why the kindergartner studies great literatures. Namely, in order to rise to the Creator's ideas of the artist, to imbibe the same as inspiration and to learn and apply his art to their own work.

5. A brief study of the story of the fall; the lapse thru knowledge; Old Testament ("Paradise Lost"), the New (Paradise Regained). Dante (The Inferno of Sense; the Purgatorio of Symbolism, and the Paradiso of Reason (or rational insight). Homer—The Odyssey (the return not only physical, but spiritual).

Justice and Mercy (the content of many works). Contrast between the Gods of Sinai and Calvary, Shakespeare's "Merchant

of Venice" (Shylock and Portia) "Les Miserables" (Javert—justice, when becomes merciful, must commit suicide).

6. Conclusion: The kindergartner stands as a great light in the darkness to illumine those groping in the valley, to the serene heights, which can only be attained by the winding paths of culture.

The kindergartner, for less money compensation, gets more out of life, and makes richer return to the same, than any other class of her educational coworkers—noble example of enlightened altruism!

Mr. Cook's talk was received with enthusiasm, and after voicing the thanks of the audience Miss McCulloch called for the reports of committees. Miss McNair, chairman of the committee on resolutions, submitted the following, which was unanimously adopted, viz.: "We, the members of the Kindergarten Department Southern Educational Association, desire to thank the citizens of Memphis in general, and the members of the Nineteenth Century Club in particular, for the hospitality extended by them during the session of the Kindergarten Department Southern Educational Association. We also wish to express our appreciation of the kindness and courtesy shown us by the Memphis press."

The nominating committee then submitted the following report:

President, Miss Patty Hill, supervisor of free kindergartens, Louisville, Ky.; vice-president, Miss Willette Allen, principal Atlanta Kindergarten and Primary Normal; secretary, Miss Mary Betts of Memphis.

The report being accepted without a dissenting voice, Miss McCulloch then, in her bright, happy way, said she would turn the gavel over to Miss Finney Burton of Louisville, to take to Miss Hill, and congratulated the department upon having closed another successful session, and left its work in the hands of one whose name was known thruout the land, and whose good spirit and ability would guarantee the department a profitable and helpful meeting in 1900.

An informal reception was then held, and a pleasant half hour spent listening to some more music from Miss Mari Hofer and in chatting together of the work to be done and that already accomplished.

## MEETING OF THE WISCONSIN TEACHERS ASSOCIATION AT MILWAUKEE.

**W**ISCONSIN teachers may well feel pride in the profitable and interesting meeting of this, the forty-seventh annual convention of their association, which was held in Milwaukee December 27-29, 1899. The program covered many and various lines of thought, the forenoons being devoted to sessions of the general association, the afternoons to sectional meetings.

W. H. Elson presided over this gathering of thoughtful educators, and following a vocal solo Prof. M. V. O'Shea, of the State University, gave a masterly lecture on the "General Influence of Art in Relation to School and Society." Referring to the fact that man is so largely an imitative animal, Professor O'Shea said:

Imitation exercises a powerful influence over children especially. Most of the activities of the young are imitative. Whatever they behold their elders do they copy. It would not be an overstatement to say that in maturity individuals are more or less faithful copies of the people with whom they have associated. Not only people, but inanimate objects influence human life thru suggestion. So with colors. Some stimulate the organism, urging it on to greater action; while others are soothing, and still others are positively oppressive.

### EFFECTS OF ENVIRONMENT.

There is an environment of representation as there is an environment of concrete realities, and the one has some such an influence upon conduct as the other. A face in a picture will influence one, altho perhaps not so forcefully, as that face in life. There is a sort of identity of object and subject in imitations. The imitator molds himself upon that which is presented in all forms of life about him, whether existing in the concrete or only in artistic reproduction.

We can see then the tremendous importance of art for society, and so, of course, for education. Society wishes its young to develop unselfish moral character, and education must provide means and methods for accomplishing this. By surrounding children with the best art it is possible to mold their lives upon noble models. Art seeks to reproduce and make perpetual the best in the world. Further than this, it presents the ideal conceptions of men, which become potent agencies in stimulating growth.



It should be recognized, tho, that a beautiful personality in the life will influence a child's conduct more than it can when presented in a picture. It is of vital importance then that the strongest individuals in the community should become the models for the young who, without fail, will grow like those with whom they associate in the early years.

The kind of art already spoken of relates to representation of the environment. But there is an art which deals with things and which might be called manual art. It seeks to make over natural forms so that they embody an art ideal.

The value of this aspect of art is especially marked when the child becomes a creator. We cannot overestimate the influence upon the child of transforming a piece of wood or iron into a beautiful, and at the same time useful, object. Day after day he strives to attain his æsthetic conception, and this work must influence his whole being. This work not only develops patience and persistence, but the whole being becomes adjusted permanently to concrete ideals of the beautiful.

The mind of the child develops in the measure that it is called into play to direct the hands. The early training of the young, then, must be principally of a manual character, and this gives opportunity for the attainment of the æsthetic ideals involved in the child becoming a creator of æsthetic objects. The æsthetic must be useful; it is simply one phase of the useful.

The problem of unemployed labor would be solved in a measure if workmen were at the same time artists. Education should develop art appreciation in the young and the power of developing the artistic side of the materials they work upon.

Mrs. Jean Sherwood, of Chicago, followed with a short address on "Art in Schoolroom Environment."

#### HOW TO USE PICTURES.

Miss May B. Moulton then read a paper on "Picture Study and Picture Collections." She gave an interesting description of the use of pictures in the schools of Oshkosh, and spoke in glowing terms of the good results secured.

Miss Mary E. Tanner also discussed this subject, and gave interesting instances of the great good done by the pictures sent out thru the state by the Wisconsin Free Library Commission. She told how teachers could secure very serviceable collections of pictures from magazines and other illustrated printed matter. These should be cut, mounted, and labeled, and when they were no longer needed in the schoolroom they should be sent to the desolate homes in the northern part of the state.

In this connection we would say that one of the great sources

of pleasure in the afternoon were the works of art illustrating the J. H. Stout system of traveling pictures; that is, pictures which are made to do duty in one school district, and then when the pupils have become thoroly familiar with them are transferred to another district and replaced by another set.

The second topic of the session was introduced by Dr. Belfield in his technical paper on "The Educational Value of the Hand":

"We generally distinguished between the industrial and the educational values of manual training," said Dr. Belfield, "but the two are sometimes scarcely distinguishable, since a man's industrial value depends in so great a measure upon his intellectual ability and training." It was impossible to train the hand and eye without cultivating the brain. "A judicious amount of manual training does not diminish the amount or the quality of pupil's academic work," said Dr. Belfield. Other benefits of manual training were: increased ability to comprehend mathematical and scientific concepts; cultivation of patience, attention, perseverance, perception, invention, judgment and will; increased interest in school work; satisfaction of a child's instinct for activity; improvement of physical health; development of pleasure in labor and desire to be useful; development of manly self-reliance and ability to earn one's own living.

#### SOCIAL ASPECT OF HAND TRAINING.

Prof. M. S. Frawley followed Dr. Belfield with a short paper on "The Social Aspect of Manual Training." He said that those subjects which were adapted to awaken in the child a consciousness of his social value should be the aim of every controlling influence of society.

Professors J. M. Turner and E. W. Walker were also on the program for papers on manual training, but so much time had been consumed that, at the suggestion of Mr. Walker, the meeting adjourned.

In the afternoon Professor O'Shea presided at the meeting of the Child-Study Section, and delivered a brief address on calling the meeting to order. His line of argument was to show that the child learned to pronounce words in a spontaneous, random sort of way, and that this tendency should not be curbed. The little one will prattle away, and when he hits upon a combination of sounds that he has heard about him, he repeats it; it becomes selected and the rest die out.

When a child of five years of age is sent to school he will display excessive activity in all directions. Set a copy of a letter before him and he makes many motions not essential to the making of the letter. The teacher may struggle with the child so that only the correct motions be made, but this is not the proper method; he must pass thru the spontaneous period. It is like learning to ride the bicycle. There is no use in learning to balance and pedal separately; the only way is to jump on and ride. As soon as the child learns to make the letter correctly he will recognize it, and all the spontaneous motions will take their departure.

Prof. F. C. Sharp of the State University followed with a short address on "Some Common Mistakes in Moral Training." He said a moral life was like the life of a soldier, ready to meet the battle when it came. The man in the low state of development lived in the present only, while the moral man took cognizance of the future. In the popular mind morality was associated with weakness, and this view was the result of inheritance.

M. P. E. Groszmann, late superintendent of Ethical Culture schools of New York city, followed with an address on "Artistic Culture Epochs." He based his arguments on some very instructive experiments on art expression in children, which aroused interest on the part of the audience, and which went to show that young children, in their drawings, employ distinctively ancient methods of representations, some of their productions being clearly akin to Egyptian drawings, others to the symbolic forms as found among the Indians, Eskimos, etc.

In the business meeting of the Child Study Association Dr. Groszmann was unanimously elected president of the association for the coming year.

The symposium, "How Can Child Study Aid the Teacher in Her Work?" was taken up, and short technical addresses were delivered by Prof. W. H. Cheever of Milwaukee, R. B. Dudgeon of Madison J. B. Estabrook of Racine, Mary Bashford Huff of La Crosse, Karl Mathie of Wausau, and T. B. Pray of Stevens' Point. The session closed with a paper by Florence C. Fox, of Milwaukee, on "An Insight Into the Child's Nature, Gained Thru a Study of His Expression in Drawing, Painting, etc."

#### TOO MUCH LIKE A MACHINE.

The next topic taken up was, "Are We Breaking the Lock-step System of the Grades?" Short papers upon this subject

were read by Supt. J. T. Hooper of Ashland, and Miss Ida M. Campbell of Beloit, and it was informally discussed by others. The consensus of opinion was that the graded school was too much like a machine; that children were born into the first class and were obliged to travel over the beaten track and complete the course in a certain number of years, no matter what might be their abilities to progress faster or slower than the time allotted to the work. The conclusion reached was that the only remedy was smaller classes and a larger corps of teachers.

#### ART IN EDUCATION.

At the session of the Art Section, held on the second floor of the Normal School, Mrs. Jean Sherwood, of Chicago, was the first speaker of the afternoon, and gave an entertaining and instructive talk on the value of art as an element in common school education. This was not by constituting the pupils artists, but by surrounding them with correct representations of form and color, and leading them to perceive true beauty from the spurious. Mrs. Sherwood brought with her numerous samples of pictures suitable for use in the schoolroom, most of them carbon prints, altho poster forms and other color prints were represented. She advised, where possible, adding a statue or two to the schoolroom decoration, and believed that by judicious selection nude beauty could be properly estimated and enjoyed by the children without thought of impurity, and that this would help mold their minds on such subjects and make them proof against prurient thoughts. Pictures for the schoolroom, she said, should be selected for their "carrying" qualities, so as to be seen clear across the rooms.

Mrs. J. B. Estee, of Milwaukee, then gave some valuable hints as to schoolroom decoration. As to the color schemes for schoolrooms, she said that green grays were found most suitable for the warmer rooms, and terra cottas and tans for the rooms with cold north light. The ceilings were best treated in cream color, as the color on the walls absorbed light and there was need for good light from above. Transparent greens were found best for the window shades, and an energetic crusade had been made against the cold, repelling blackboards that disfigured so many schoolrooms, and where possible green boards had been substituted. These were found more restful to the eye, and in every way superior. Mrs. Estee closed by hoping the day would soon come when the work of the volunteer school societies would end thru



its being taken up officially, and this sentiment was loudly applauded.

The session closed with a description of art work in rural schools by Annie M. Johnson, of Pembine, Wis.

#### PRIMARY AND KINDERGARTEN SECTION.

The old opinion that games and play were mere pastime aside from their aid to physical development was again dispelled, and interestingly, by Mrs. Mary Boomer Page, of the Chicago Kindergarten Institute, at Recreation Hall, where a session of the Primary and Kindergarten Section was held. Mrs. Page read a paper before the section upon the "Value of Plays and Games Practically Illustrated." Her illustrations consisted in getting the audience of about fifty people present to participate in a number of simple games, which they did at the close of the session with as much vigor as the surroundings would permit.

"The function of play," said Mrs. Page, "is development of the whole child; it reveals the personal characteristics of the child because of the element of unconsciousness, of spontaneity in it. Play activity is essential to the continuance of life itself; it makes for right physical development, for health, for outdoor habits; games demand practice, honesty, obedience, the training of the moral nature."

Mrs. Page then gave a number of plays and games graded in their usefulness and application to the various grades of the school, some developing social traits by common interest, some observation, some language, some arithmetic, some designed principally for physical training. Other papers on the program for the afternoon were: "The School and the Child," Cymbra Daniels, of Antigo; "The School and Society," Stella H. Seed, of Racine; "Social Independence," L. Isabel Davidson, of Chicago; "The School and the Home," Barbara Greenwood, of Baraboo, and Margaret R. Doyle, of Milwaukee.

In the evening as many as could, whether new recruit or experienced veteran, attended the complimentary reception given by the management of the Plankinton House. This beautiful and up-to-date hotel was the scene of an informal gathering, most happily described in the columns of the *Milwaukee Sentinel*:

The Nestors of the profession formed little groups and discussed the progress made in the methods of imparting instruction since the days when they sat at the old pine desk in the

district schoolroom at the crossroads. Young men and young women whose certificate of graduation from some normal school is still bright and clean and unfaded, conversed with the petite "school marm" whose enthusiasm has not yet been mellowed by time. Tall and stately teachers in Prince Albert coats wandered in and out among the rooms in which the book agents had their wares on exhibition, and in and out among the multitude. Manager King's corps of waiters wound their ways with great trays piled up with sandwiches and cakes, or greater trays covered over with cups of hot coffee. Other waiters, stationed in the corners of the grand promenade on the second floor, ladled out lemonade to the thirsty, and over and above the clink of glassware and the hum of conversation could be heard the roar of laughter, as some happy pedagog struck some happy conceit.

Bach's quintette furnished the musical setting for the occasion, and recitations and singing lent their charms, attracting all into the main hall, where, in the absence of chairs, they hesitated not to seat themselves on the floor, as some would call it, in "tailor manner," but as we of the child world say, in "kindergarten fashion."

#### SHALL THE GRAMMAR COURSE BE SHORTENED.

The expected report as to the advisability of shortening and enriching the course of study in the grades had aroused widespread interest among the educators assembled in the large lake city, and it proved to be even more interesting and instructive than was anticipated, tho it was known that the chairman of the committee, Pres. Charles K. Adams, of the Wisconsin State University, had made an exhaustive study of the subject.

#### MADE A BROAD STUDY OF SUBJECT.

The report was the last order of business at the grade section meeting. It starts out by declaring that the committee decided to study the subject submitted to it in the broadest possible manner, and for the purpose of ascertaining the general characteristics of the schools of other states and comparing them with the schools of Wisconsin, letters of inquiry had been addressed to the Departments of Education of Massachusetts, Ohio, Indiana, Illinois, Iowa, Minnesota, and Michigan. Letters of inquiry were also sent to the ministers of public instruction in Prussia, France, Italy, Switzerland, Belgium, Holland, Denmark, Norway, Sweden, and Russia, and courteous replies had been received from nearly all of these countries.

#### FOR GRADED SCHOOL ALONE.

The committee was of the opinion that it was the business of

the educational authorities to provide the best possible education for pupils of the grammar school, and that it was the duty of the high school to adapt its work to what had been accomplished in that grade.

The report pointed out how the disasters to the French arms in 1870 had led the French people to reform their school system, and then reviewed that system in detail, to show that while the French pupil devoted much more time to the study of languages and much less time to the study of mathematics than the American boy, the latter was far behind the French youth in his knowledge of the latter branches at the end of the allotted term devoted to their study. President Adams declared that the United States was far ahead of the nations of Europe in the matter of school-houses, but they were far ahead of this country in skillful teachers.

Great results were dependent more upon the method of teaching than upon what is taught, and good teachers are the principal thing.

The report then goes on to compare the system of primary education in Wisconsin with those of the nations of Europe, Great Britain not included, as she has no general system of primary education.

The difference between the American and the European systems are then treated by the report as follows:

In this comparison between the systems of America and Europe, taking France as an example of the latter, it is found that in the primary grades—

The French give one and a half hours a week to arithmetic, while the Americans give two and a half or more; the Americans give from three to five lessons a week to geography, while the French give one and a half. The French give thirteen and a half hours to language, while the Americans give only five, exclusively to English.

In the higher grades the same predominance is given to the languages, at least half the time being devoted to linguistic studies.

The report then takes up the apparent neglect of arithmetic and geography by the French schools, and shows that at the end of the course, which corresponds to the eighth grade in our schools, the French boy has learned more mathematics than the American boy of the same age, and the same is also true of his geography. This is attributed to many causes, not the least of which is the predominance of the use of the text-book in this country. With

an equal if not a superior amount of mathematical knowledge, the French boy has acquired several foreign languages.

The report is summed up as follows:

DO NOT SHORTEN GRAMMAR COURSE.

1. Do not shorten the grammar school course, but encourage in every practical way the best pupils to advance from one class to another without waiting for the majority. Every grammar school teacher should be instructed and required to keep a sharp lookout for the "lads and lassies of pairs," and to urge them forward to such proficiency as will advance them without waiting for the crowd.

2. The courses should be modified by judicial excisions and the substitution of a better and a larger amount of linguistic study, and perhaps geometry and algebra, and the more general introduction of manual training.

FOR GOOD TEACHERS.

3. Pride in good schoolhouses should be supplemented as rapidly as possible by pride in good teachers. It is teachers and not schoolhouses that educate. Let it be understood universally that the real thing is to kindle a glowing and lasting fire in the pupil's heart, and that this cannot be done with paper and shavings alone.

DISCUSSED BY PROFESSOR BURCH.

Prof. Arthur Burch of Milwaukee led the discussion of the report. He paid a compliment to the paper, which had been read by President Adams, which called forth a hearty round of applause. However, he differed with President Adams on the efficacy of linguistic studies, on the ground that the problem presented in France was different from the one in this country. The six great powers of Europe were wedged together, their paths crossed and recrossed each other, and for this reason there was greater need of linguistic studies there than in this country. In France it was necessary that there be employés in stores and restaurants who could speak English and German, while in this country the case was different. It became the duty of the teacher in this country to transform the homogeneous population that came here from Europe into Americans; the time of the graded school might better be spent in inculcating Americanism into the minds of the children of these people.

The value of the spelling-book was next discussed pro and con in papers by Miss Margaret Canty and Miss Matilda Bailey.



## MANUAL TRAINING DEMONSTRATION.

One of the most popular side features of Thursday's session of the sections, was the manual training demonstration and reception given under the auspices of the Woman's School Alliance.

## ADDRESSES BY MMES. DRAVOS AND KANDER.

During the early part of the afternoon the children at the sewing table went on with their work as they would in school, the little ones bending over their canvas squares and the older children illustrating the art of patching, felling, and what not, while Mrs. Kander and Mrs. Dravos gave short addresses in which they explained the aim and methods of their respective schools.

The kindred subject of cookery was treated of by Miss Mary Lamson Clarke of the Milwaukee Cooking School, and by Miss McReynolds, supervisor of cooking in the Milwaukee public schools. Miss Clarke pointed to the necessity of educating the coming mother for perfect home making, and asserted that cooking had the great advantage of speedy results, so that the child was always being encouraged by being able to see almost at once the fruits of his labor.

At the joint meeting of the Art and Library sections, Miss C. Marvin, of the Wisconsin Free Library Commission, told of the decided change that was taking place in the bringing together of library and art gallery into one department. The use of pictures for libraries was in an unfolding state. The Boston public library, for instance, now had a department in which mounted and classified pictures were loaned out for study. In the homes the library was becoming more and more a depository for picture collections.

A. C. Clas of Milwaukee read a profitable paper on "School-room Decoration," in which he told how to treat various sorts of schoolrooms. He held strongly for making the schoolroom as cheerful as the home, and believed that the pupils would almost unconsciously absorb an appreciation of the beautiful if their surroundings were properly arranged. Each room should have a prevailing tone, and one that was rich and satisfying altho low in key. The walls should never be white. He favored green, for warmly lighted rooms, as being the most restful and pleasing to the eye. In choosing pictures for a schoolroom no melancholy scenes of riot, suffering, or murder were to be chosen, however

meritorious the work might be from an art standpoint. In answer to a question, he said that green "blackboards" were preferable, and that they were easily prepared. Mary E. Tanner closed the session with a talk on "Art in the Home."

#### SESSION OF MUSIC SECTION.

The most interesting discussion in the Music Section yesterday was on what are known as monotones, that is, pupils in the lower grades who seem unable to sing the changing notes in a piece of music, brought up by a paper by Selma A. Steinfort of Columbus, who spoke of the difficulties encountered in teaching music in the primary grades. In the experience meeting that followed numerous instances were given where such pupils had finally gotten their voices and had actually become leaders in the singing. It was held that under no circumstances should such pupils be given the idea that they were hopelessly bad, as in many cases the fault was not a fixed physical one, it being often a fault of the ear rather than the voice. Once led to hear correctly the voice would take care of itself.

On the evening of Thursday a large meeting was addressed by Pres. Arnold Tompkins of the Illinois State Normal University on the topic, "The Religion of Education."

Mr. Tompkins did not enter to any extent into the controversy of religious teaching in the public schools, but held that all true education was religious, and that all true teaching was necessarily religious, tho far removed from the narrowness of any sect.

"What truly defines the one defines the other," he said, "as one includes the other. Nor does it follow that because sectarianism is shut out of the school religion is."

"What I wish to show you," he said, "is that education is inherently and intrinsically religious, and that religion, viewed practically, is education. The two are often put asunder, the narrow, petty details of either may go far astray the one from the other, but they are to be viewed in their general application to life. In the old days we have thought of education as a means of saving us for life, and of religion as a means of preparing us for death."

"Now what is a teacher's opportunity for teaching religions?" said he. "That I have no desire to discuss. There is a mistaken idea that a state school cannot cultivate a religious life; but it does not follow that because sectarianism is shut out religion is also shut out. Its absence only makes it easier for the perfect teaching of the other. Every truth is moral. Every thought in school should have a high moral worth. Every phase of school

activity should show this. The teacher should be so inspired in his profession that the real religious training would come just in perfectly legitimate lines. Why, if a teacher does a thing justly and truly, the whole question is settled right there. I have no fears about taking the Bible out of the school. A school may have this broad religious life of which I speak without the Bible. You must teach with all your mind and soul.

"Not all the preaching, O my friend,  
Comes from the pulpit at the end."

The reports of the committee on necrology was presented by President Salisbury of the Whitewater Normal, who read a tribute to the memory of the late President Flavin of the association.

Previous to Mr. Tompkins' lecture, Miss Marion Jean Craig gave three fine readings and the Arlington quartette sang several selections.

These who were privileged to attend the Wisconsin Teachers' Association agreed that it was the most successful and profitable of any that had yet been. The cordiality of the teachers and citizens of Milwaukee will long be a pleasant memory.

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Close upon the death of Frau Schrader comes the news of the passing of Froebel's widow, Frau Luise Levin Froebel, at Hamburg, January 4, 1900. The burial took place at Schweina. Her perfect sympathy with Froebel in his ideals, and in the work to which he gave his life, her active coöperation in carrying out his plans, brought joy and encouragement to his later years. She will be missed at Blankenburg, where she was to have held a prominent place at the founding of the International Froebel Memorial at that place, on June 28, 1900.

Our issue for March will contain a more extended notice of her life, together with some reminiscences from friends who knew her intimately and loved her well.

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## KINDERGARTEN LESSONS FOR MOTHERS.\*

MARION B. B. LANGZETTEL, NEW YORK.

### LESSON V.—CHILDREN'S OCCUPATIONS.

"In the beginning God created."

PERHAPS one of my pleasantest experiences with children happened on a summer afternoon spent in watching and incidentally playing with three small folk of two, four, and six years of age. The place was a large back yard filled with trees, grass, and flowers, and in one corner was the children's pride and joy, a load of yellow molders' sand. Auntie and I were stationed under the trees with books and sewing. Our smallest friend was located on one side of the sand-pile, and spent his time contentedly filling and as often emptying a large-necked bottle with the soft yellow sand. His tools were a spoon and funnel, and many were the caves and mountains made and unmade. The more ambitious child of four ran to the house for water and a small tin pail; these with baking powder cans and mustard boxes gave great scope for molding breads and cakes of various sizes and shapes. Later the eldest child turning to us exclaimed: "Oh, let's play store and you buy our things." Quickly a play was arranged, and in another corner of the sand-pile a bakery was established. The deliciously made cakes were carefully sugared with dry sand and delivered at our very doors. Orders were given, prices paid, and courtesies exchanged. Paths were marked out, houses built, and a whole village soon enjoyed the fruits of the new bakery. Songs were sung as the busy workers flew back and forth to meet the demands of this self-created public.

All too soon the afternoon sun told of fading day and coming bedtime. The real supper had an unusual flavor because of its close connection with the play-baker, and three tired little people went to sleep thoroly satisfied with their day's work.

How simple and yet how delightful had been the afternoon. How truly the children had revealed their natures, satisfied their instincts, and united themselves with real living. The baby of two, testing the material nearest to him, was perfectly content.

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\* Mrs. Langzettel, formerly of Pratt Institute will contribute this series of articles for beginners, and will answer all questions sent thru the columns of the KINDERGARTEN MAGAZINE.



To him just to handle the sand, put it into the bottle and empty it out again was sufficient; no desire for definite results marred his serenity; he was doing all his little mind could dictate and was happy in his own activity. Not so with the older child. Knowing the joy of being able to change this inanimate world, which in itself is the result of the action of forces for ages past, he unconsciously said: "I don't want just a pile of sand, I want bread and cake, roads and parks, and in making them I feel a power within myself to master the forces without."

But a still deeper feeling of relationship in life underlies the play of the eldest boy. "Let me unite myself to living things; I will not only make, I will buy and sell; I will use my power for production, control, and service."

To give the child a chance for formative self-activity, while his ideas are limited to the desire to make, becomes distinctively one of the mother's problems in the nursery and in the home. To arouse within the child a sense of his own powers, to create at this early period of creativeness, necessitates the provision of materials within the scope of his ability to master. "Mother, what can I do?" and, "Mother, let me help," become two important cries of childhood. To ignore them is to crush the desire which may later develop into a love of work. To fail to understand the value and primitive use of elementary materials is sometimes to thwart possible growth.

The kindergarten later provides a simple set of flexible materials consistent with the fundamental requirements of a child's nature. The bread dough of the home is changed to clay in kindergarten. Akin to mother's button box are beads of selected forms and colors. Scraps of paper are squared and made more beautiful by the addition of the rainbow tints. The plaiting of grasses and twigs is supplemented by delicately toned weaving mats. Needles, worsteds, scissors, and paste, chain papers and clean cards—all go to supplement the supply of material instinctively gathered together by the mother, nurse, and child. Using these he may go on to clearer insight and more logical doing. Even the child's first efforts to test materials lead him to a knowledge of a power within himself. He tears the paper, marks on the window pane, and scratches with a pencil long before he has formulated his ideas or has definite thoughts to express. Altho the result is crude, and nothing worth, the impulse to create should be recognized and guarded even in infancy. The effort to create should be recognized, attention should be called

to the thing done, objects should be named by the child if possible, and clearer ideas inculcated by comparison with the real of which his is a reproduction. For instance, a child is aimlessly toying with a pencil or earnestly covering his paper with meaningless marks.

At first just moving the pencil and seeing the line follow his action satisfies him. "Mother, see!" "Yes, dear; what is it?" That it *is* anything has not been a part of the effort perhaps, but with a new sense of dignity comes the reply—"Cookies." "Why, of course; may I have a bite? Can you make me some more and make them very round? When mother makes cookies she cuts them first as round as she can, and makes father cookies, mother cookies, and baby cookies." And so the ideal is raised, and a new incentive is given to try again. When a child draws he usually reproduces the underlying geometric form first rather than details. A man is a circle with straight lines for arms and legs. Details come later, and as a result of closer observation. These first reachings out of a child are two often ignored and misunderstood. We fail to see how in them a child is gaining power and control. It is particularly the beginnings of creative life which the mother may guard and foster.

As an illustration, a child of fifteen months was sitting quietly on the floor when a package was brought in to the mother. Unwrapping the package the thin brown cover was thrown one side and fell within the reach of the baby. He eagerly grasped the same and commenced to play with it, rattling and shaking it to his infinite amusement. Soon, of course, it tore, and seeing that he had caused a change in his plaything, the baby rattled it harder to see if it would not tear again. Repeated trials gave him the key, and he slowly and carefully tore off bit after bit. Radiant with delight he attracted the mother's attention, and she smiled and nodded her congratulations upon the attainment. Piles after piles strewed the floor, and as the mother joined in the fun they were flung high in the air to descend like autumn leaves as they flutter from the trees. But alas, just at this juncture "nurse" appeared, scraps were ruthlessly seized and placed in the waste basket and baby boy was borne screaming to bed indignant that his occupation was gone and his desires disregarded. Of course a child must go to bed at a proper time, but the play might at least have ended happily had the nurse understood the importance of the moment. A sweeper driven by the baby and nurse might have been Colonel Waring and his street cleaning brigade, and the spirit of the play continued to the end.

What a host of ideas might later be developed by tearing of paper into definite strips, circles, squares, fruits, animals, houses, and what not; later scissors can help to accomplish what fingers cannot do, and with their use comes more definite control and hence greater skill.

I know of one kindergarten child who draws unusually well, and upon inquiry was told by his mother that seeing his tendency to draw horses particularly, she had taken great pains to call his attention to the line of the horses' legs when in movement, and had encouraged him in every way to reproduce accurately what he saw. Thus he had gained life and freedom in his drawings

On the other hand, the child must not be made to feel, in his hand work, that he has accomplished too perfectly and skillfully his task. The recognition given should be gauged by the amount of effort put forth rather than the result attained. Sand, clay, beads, sticks, pins and pads, scissors, paste, pencils, crayons, blackboard, and other crude materials, should be included in every child's nursery all the year around, and these should be used both freely and under guidance.

Each occupation of the child should be considered in regard to his individual needs and capability. To rightly and intelligently meet these needs Froebel has taken the instinctively chosen of materials, and shown how in their logical arrangement and unfoldment they may be made to more completely meet the desires of a growing child. Of these materials and their use we will speak later. Let me urge the use of sand and clay, even in the house. Arrange a tray where baby also may have his fun. Collections of stones, shells, and twigs, gathered during the summer stay at the shore, will add much pleasure to the sand plays. Tin forms in the spherical, cubical, and cylindrical shapes can be made at any hardware store for a few cents. With these and wet sand endless molding and building can be accomplished. Sewers and water pipes can be laid, and many daily walks reproduced. A smooth sand surface makes a fine drawing tablet, and gives an opportunity for picture stories. Regular arrangement of shells and seeds may help to clear ideas of design and the laws which govern them.

Most important is it to let the child *do*. It is ours to recognize what he has done, and adding our life to his, inspire him when he has exhausted his own ideas. It is ours to raise aimless activity to definite purpose, remembering that self-expression, even in its crudity, is a step toward self-consciousness, self-creation.

## Normal Training Exchange

For Primary Teachers and Kindergartners.

**W**E present to our readers this month a budget of verse from several different contributors, representing California, the far East, and Chicago, and which we hope will be of service to primary school-teachers and kindergartners all over the country.

### BUBBLES.

Upward, upward higher,  
The pretty bubbles rise,  
Bright with rainbow colors  
Reflected from the skies.

You are wandering from us,  
And sailing high, so high!  
But soon, ah, soon, you'll vanish—  
Then bubbles gay, "good-bye."

Balls ascend like bubbles,  
But back again they bound;  
And joyfully we catch them,—  
Our balls so soft and round!

*Pasadena.*

DORA A. HALLER.

### MY UNCLE.

My uncle is so very large  
I sit upon his knee;  
But some day, if I'm very good,  
I'll be as large as he.

And when I've grown up straight and tall,  
And learned a man to be,  
The other children, Ned and Kate,  
Shall sit upon my knee.

HARRIET J. MCCLELLAN.

### FARMER GAME.\*

The farmer's work begins at dawn,  
While yet the dew is shining;  
And, hitching up his faithful horse,  
He plows till day's declining.

\*Accompany the words of each stanza with appropriate motions.



The plow, the plow, the useful plow!  
O guide it straight, good farmer!  
Prepare the ground for the tender seeds  
That the moist brown earth shall cover.

Now many hands shall sow the seeds;  
To left and right they're throwing  
Plump kernels that will soon awake,  
And then begin their growing.

Come, merry birds, a few small grains  
You still may find unhidden,  
For by your songs you've earned a feast;  
All to partake are bidden.

DORA A. HALLER.

#### WHEN I'M A MAN.

What shall I do when I'm a man?  
I may be a coachman and drive a span;  
Or a carpenter working with might and main  
With my hammer and saw, and auger and plane.

I'll not be a doctor, who's talking of ills,  
And giving to sick people powders and pills.  
I may be a blacksmith, and make the sparks fly  
When shoeing the horses that prance so high.

Or a farmer who plows and harrows the ground,  
And scatters the grass seed all around.  
I might be the miller who grinds the wheat,  
That we may have bread which is white and sweet.

A minister I wouldn't like to be,  
They all write such very long sermons, you see.  
I may be a lawyer, just like my papa—  
But oh! to be a motorman on a fine car!

HARRIET J. McCLELLAN.

#### THE SENTINEL.

Last winter, when 'twas very cold,  
And snow was on the ground,  
One morning I went out of doors,  
And this is what I found:

A giant man, all made of snow,  
Stood out there in the yard,  
As if our house a prison were,  
And he was standing guard.

I knew he was a sentinel,  
 He stood so straight and tall;  
 And so I thought I'd build a fort,  
 With very high snow wall.

I piled up heaps and heaps of snow,  
 Altho 'twas very cold;  
 And made a fort just like the ones  
 In stories papa's told.

And here and there I made a hole  
 For cannon, in the walls;  
 And over in one corner was  
 A heap of cannon balls.

And then I played there was a war;  
 The sentinel and I  
 Resolved that we would hold the fort,  
 Or, like brave soldiers, die.

The enemy attacked us then,  
 And fought us night and day.  
 We fired off our cannon balls,  
 And drove them all away.

At last I had to go indoors  
 Because I heard a call;  
 But there he stood on guard all night,  
 And never moved at all.

*New York City.*

HARRIET J. McCLELLAN.

#### MR. WIND.

Do you know Mr. Wind? I do.  
 He's the jolliest kind of a fellow.  
 He skips to the tree-tops  
 And plays with the leaves,  
 The gay little leaves, brown and yellow.  
 He sways the great branches  
 With joy, to and fro;  
 The tiny twigs tremble with pleasure,  
 The leaves laugh with glee,  
 Say "good-bye" to the tree,  
 And twist and twirl downward at leisure.

*Chicago.*

ANNA MOORE.

The following verses to the flag which belongs to us all will not come amiss in this month, which brings the birthdays of our two national heroes.

**OUR FLAG.\***

Flag of our country dear,  
 Unfurled now far and near  
     O'er land and sea.  
 May all beneath thy care  
 Sweet peace and plenty share—  
 Loved token everywhere  
     Of liberty.

Emblems thy colors are  
 In stripe and field and star,  
     Flag that we love;  
 Red tells of brave blood shed,  
 Blue field with stars o'erspread  
 Points to our nation's head—  
     Our God above.

Flag of our own dear land,  
 By thee we'll ever stand  
     In peace and war.  
 To thy red, white, and blue,  
 Loyal we'll be, and true,  
 And love thee, all life thru,  
     Still more and more.

R. M. JACOBS.

**HOW DO THEY PROGRESS?**

The robin, dove, and sparrow,  
 To keep in step would try  
 When they went out a-walking;  
     But 'twas harder than to fly.  
 And if you watch these birdies  
     When summer days are nigh,  
 And note their modes of progress,  
     You'll learn the reason why.  
     Just try.

B. J.

**MY DOG.**

I have a dog who cannot talk,  
 But yet he looks so wise,  
 I'm sure he knows as much as I,  
 And tells it with his eyes.

HARRIET J. MCCLELLAN.

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\*The above may be sung to the tune "America."

## RECENT BOOKS—WHAT THE MAGAZINES HAVE BROUGHT TO US.

The books of the year were reviewed by Jenkin Lloyd Jones in his New Year's sermon, and we quote for our readers some of his timely words:

"'Beware of juvenile literature,' is a safe warning to parents. The attractive binding, the facile story, the energy of the publisher, all add power to the vicious temptation. Alas for the child that grows up on 'children's books' when he ought to have been fed on books. The great minds of the world have been fed upon the great literatures of the world, and they are best trained who never know when their interest in permanent literature began. But inasmuch as there are better and worse books in this wide and shallow realm of children's literature it is encouraging to note the recognition of this danger among our text-book makers. I am not at all sure how far it is wise to rewrite down to children's comprehension the great world classics, but certainly if this thing is to be done at all we can but rejoice that it is being done so well as James Baldwin has done it in 'Old Greek Stories' and 'Old Stories of the East' for third grade readers. H. A. Guerber has done the same with the story of 'The Chosen People,' a more difficult and questionable task, but it is well done. There is less doubt about the admirable reading book on 'The American Indians' for children, with its suggestive illustrations, by our own Prof. Frederick Starr; also the delightful 'Stories of Indiana,' prepared by Maurice Thompson.

"*Good for Old Children, Too.*—All these books, perhaps, will be most appreciated by children over thirty years of age, and it would be well if our school-book publishers could find the larger constituency that awaits them outside of the schoolroom. 'The Young Citizen,' by Charles F. Dole, is a book written for children, but needed by men. The study of this, or something like it, might well be made the condition of suffrage. Its circulation by the hundred thousands before every great election would do much toward breaking the partisan bonds that hold so many in slavery and give patriots their freedom. Hamlin Garland has told a good story of 'Boy Life on the Prairie,' but has left out much of what ought to go in. He has missed some of the more tender shadings, the gentle leadings, the devout emotions that were a part of the culture of thousands of the pioneer boys of the West. William Drysdale's 'Helps for Ambitious Boys,' and Eldridge S. Brook's 'Historic Americans,' belong to the class of thought-breeding and life-stimulating books that ought to be widely circulated in our public libraries.

"It is the one task of each year to add to the appreciation of the years gone by. Eighteen hundred and ninety-nine has given us a new and a more just estimate of the grim philosopher, Thomas Carlyle, for in the beautiful 'Letters' to his youngest sister he is no longer grim, but the gentle, thoughtful, loving, even playful good brother, dear son and cosseting uncle. This new volume of 'Letters' ought to prove a new introduction to 'Sartor Resartus' and the great essays."

"Love and Law in Child Training" is a book for mothers, by Emilie Poulsson, just issued by Milton Bradley Co. Price \$1.

In simple but cogent language this latest book of Miss Poulsson's presents some of Froebel's fundamental ideas, and illustrates their practical bearing in a way that cannot fail to be helpful to the light-seeking mother. It will make an excellent forerunner to a later study of Froebel himself, in those many cases where it may not be possible to begin directly with a study of the master.

The chapters are entitled, "How Play Educates the Baby," "From Play to Earnest," "The Application of Kindergarten Principles in the Child's Home Life," "From Nursery to Kindergarten and Why," "Early Virtues," "A Few Hints on Keeping Christmas," "The Kindergarten Christmas-tree Trans-



planted to the Home," "The Santa Claus Question," by Laura E. Poulsson; "Mrs. Ponsonby's Experiment," and "Concerning a Few Books on Child Training." Here are some of her bits of wisdom:

"The good modern fashion of leaving babies to go to sleep by themselves to the music of their own cooings and chirpings, is by all means to be adopted, but the modern baby ought to get, at some time in the day, as much singing as fell to the lot of the old-fashioned baby who was rocked to sleep. He needs the singing as material for his developing sense of hearing to act upon, and he needs it as the apperceptive for all the music which is to come to him in his later life. The lack of ability to sing and the deficiency in time and tune from which many people suffer is probably owing to their lack of musical impressions in susceptible infancy."

Again, "Introduction to wider circles (outside the home) comes about in the ordinary course of events. What we learn from Froebel is to recognize that the introduction should be gradual, that the more perfectly the child's affections are kept within the right circle at one stage, the more strong and true will his heart be in every relation of life. Boarding-house life, much visiting, early traveling—anything which throws the child among many people before his heart has centered itself on mother and home—dissipates his power of affection and cultivates fickleheartedness. The opposite dangers are: self-centredness, if the child is not rightly trained as a member of the family; "family egotism," if the family is not regarded as a member of a larger whole; provincialism, if he does not see his own village or city or state in relation to something more inclusive."

The chapter on how to keep Christmas should be read annually by mother and kindergartner as the joy-bringing month approaches, and the list of books on child-training includes two that are perhaps too little known by the present generation of students; they are "The Mother's Book," by Lydia Maria Child, and "Gentle Measures in the Management of the Young," by Jacob Abbott.

THE *Atlantic Monthly* for 1900 will contain a series of articles. "Impressions of an Indian Childhood," by Zitkala Să (Red Bird), a young Indian girl of the Yankton Sioux tribe of Dakota Indians. The chapters in the January number relate incidents and memories that belonged to those years prior to the little maid's parting from her mother to enter a pale-face school. She was then eight years old. Of interest to the kindergartner are her early lessons in bead-work. She says: "It took many trials before I learned how to knot my sinew thread on the point of my finger as I saw her (the mother) do. . . . My mother required of me original designs for my lessons in beading. At first I frequently ensnared many a sunny hour into working a long design. Soon I learned from self-inflicted punishment to refrain from drawing complex patterns, for I had to finish whatever I began. . . . My original designs were not always symmetrical nor sufficiently characteristic, two faults with which my mother had little patience. The quietness of her oversight made me feel strongly responsible and dependent upon my own judgment. She treated me as a dignified little individual as long as I was on my good behavior."

From the following incident we learn how true it is that real courtesy is the same the world over, whether exemplified by a savage or a Chesterfield. An aged warrior has come to visit the mother, who is absent. He decides to await her return. "At once I began to play the part of a generous hostess. I turned to my mother's coffee-pot.

Lifting the lid I found nothing but coffee grounds in the bottom. I set the pot on a heap of cold ashes in the center, and filled it half full of warm Missouri water. During this performance I felt conscious of being watched. Then, breaking off a small piece of unleavened bread I placed it in a bowl. Turning soon to the coffee-pot, which would never have boiled on a dead fire had I waited forever, I poured out a cup of worse than muddy warm water. Carrying the bowl in one hand and cup in the other I handed the light luncheon to the old warrior. I offered them to him with the air of bestowing generous hospitality.

"How! how!" he said, and placed the dishes on the ground in front of his crossed feet. He nibbled at the bread and sipped from the cup. . . . Before the old warrior had finished eating my mother entered. Immediately she wondered where I had found coffee, for she knew I had never made any, and that she had left the coffee-pot empty. Answering the question in my mother's eyes, the warrior remarked: 'My granddaughter made coffee on a heap of dead ashes, and served me the moment I came.' They both laughed, and mother said: 'Wait a little longer and I shall build a fire.' She meant to make some real coffee. But neither she nor the warrior, whom the law of our custom had compelled to partake of my insipid hospitality, said anything to embarrass me. They treated my best judgment, poor as it was, with the utmost respect. It was not till long years afterward that I learned how ridiculous a thing I had done."

Succeeding papers will relate the daughter's experiences as a pupil of a government school and as an Indian teacher among the Indians. They will throw a good deal of light upon the vexed problem of Indian education, and so upon education in general.

"Signs of Progress among the Negroes," is an article by Booker T. Washington, in the *January Century*. The changes wrought in certain communities of the South by the establishing of industrial educational centers is really remarkable when one realizes the very short time that the colored men have been their own masters. What has been done in the South is evidence of what may be accomplished in Cuba and Porto Rica by the same means, tho the problem is not the same in all particulars. Mr. Washington says very truly that "an object lesson in civilization is more potent in compelling people to act right than a law compelling them to do so." As a result of these object lessons "the most intelligent whites are beginning to realize that they cannot go much higher than they lift the negro at the same time."

At Tuskegee, "when a building is to be erected, the teacher in charge of the mechanical and architectural drawing department gives to the class in drawing a general description of the building desired, and then there is a competition to see whose plan will be accepted. The same students in most cases help do the practical work of putting up the building—some at the saw-mill, the brickyard, or in the carpentry, brickmaking, plastering, painting, and tinsmithing departments. At the same time care is taken to see not only that the building goes up properly, but that the students who are under intelligent instructors in their special branch are taught at the same time the principles as well as the practical part of the trade. The school has the building in the end, and the students have the knowledge." The same principle applies in the twenty-six other industries in constant operation.

THE Macmillan Company have commenced the publication of a new magazine, the *International Monthly*. The object of the journal is to make more accessible and to offer in a literary form to the general reader the work and progress of the several departments of knowledge; to publish essays by scholars both in this country and abroad, and present in a manner simple and clear contemporary thought. Articles on topics of the day, music, and the drama will also be contributed. In each number there will be not less than five essays.

The journal will comprise twelve departments: History, Philosophy, Psychology, Sociology, Comparative Religion, Literature, Fine Art, Industrial Art, Physics, Biology, Medicine, Hygiene, Geology, Geography. While the articles are to be representative of high scholarship, they will not be technical. The essay will seek to avoid the purely scientific phraseology, while holding fast to the scientific principles involved. Sufficient space will be allowed for a thoro treatment of the subject presented.

The *International Monthly* is under the direction of an advisory board composed of one person in America, representing each of the departments, who has to coöperate and associate with him one person residing in France, one in England, and one in Germany. The editorial management will be conducted by Mr. Frederick A. Richardson.

## REPORTS, NEWS ITEMS, ETC.

The special report of Jenny B. Merrill, supervisor of kindergartens to the School Board, boroughs of Manhattan and the Bronx, tells what has been accomplished there during the year along kindergarten lines; it gives some idea of the problems which accompany the adjustment of a growing school system to new conditions involved in the consolidation of several different cities into one corporate body, and shows how these problems are being solved. We quote in part:

"It seems that there are at this date seventy-four kindergartens—nine of these have been organized since the opening of the schools in September. Each kindergarten usually enrolls thirty children, hence the number of children under kindergarten instruction at present is about 2,220.

"The seventy-four kindergartens are located in fifty-one school buildings and five annexes.

"The kindergarten established in Public School 80, composed entirely of colored children, has given special satisfaction to the community in which it is located.

"The fact that a number of rooms in new schoolhouses designated for kindergarten classes have been needed for older children, together with the almost insurmountable difficulties in securing outside stores, floors, and halls, makes it clearer that special buildings are a necessity if the provisions of the charter for the attendance of four-year-old children in kindergartens is to become operative.

"Private philanthropy has recently provided for our city a model kindergarten house at the corner of Cannon and Rivington streets. The organization of five large kindergartens was effected in this building last January.

"One of the reasons advanced for the establishment of kindergarten classes by a committee of the associate alumnae of the Normal College, when the board of education was considering this subject in 1891, was as follows: 'The kindergarten lengthens the period of training for those who leave school at an early age and thus better fits them for the work of life.'

"The boroughs of Manhattan and the Bronx are laboring under a disadvantage in the use of a common eligible list owing to the difference in the methods of appointing teachers in the different boroughs.

"The work of the kindergartner is special because it requires special preparation not included in the usual normal training of a teacher. The kindergartner must pass a special examination not only in kindergarten methods, but also in music, vocal and instrumental.

"The prime necessity of starting the little ones wisely makes the employment of special teachers of the kindergarten most important.

"As the kindergarten work is special, so naturally is the work of supervision. In securing special supervision for its kindergartens, New York is in line with other large cities, as St. Louis, Philadelphia, Boston, San Francisco; also with other cities in our own state, as Buffalo, Rochester, Utica, and Albany.

"As the furnishings, supplies, and general management of the kindergarten differ so materially from a primary class, the work of organizing twenty-three kindergartens has required much time as well as the watchful care of the supervisor. The kindergarten comes to each school as an essentially new feature and often apparently invades time-honored school customs; hence discretion must constantly be exercised that neither school nor kindergartner suffer.

"The great number of training schools represented in our corps of kindergartners adds to these difficulties of adjustment.

"Three conferences are held monthly by the supervisor, one for each kindergarten group, for in holding conferences it has been found advisable for the accommodation of kindergartners to adopt a group system, there being at present three kindergarten groups known as the east group, the west group, and the south.



"Such conferences with the supervisor are essential in order to secure a general unity in the work, to maintain and raise the standard, and to keep the kindergartners in touch with new phases of kindergarten work. The kindergarten system is a growing one and not a fixed code, as has sometimes been represented.

"Collections of hand work, illustrating the various occupation of the kindergarten, are frequently presented at the conferences for mutual encouragement and suggestion, and specimens of superior work are kept at the office of the supervisor at all times. A very interesting and novel exhibit of work was secured this year from Chicago, illustrative of modifications in method. It proved especially suggestive for our vacation kindergartens.

"Individual suggestions and criticisms are given by the supervisor both in the schools and at her office.

"A peculiar difficulty in supervision has arisen during the past two years. Our kindergartners now represent twenty different training schools. The graduates of these schools naturally differ more or less widely in their methods of training and in their efficiency. While there may be some advantages arising from these circumstances, far greater care in supervision has been required. I therefore recommend that the public training of kindergartners be extended as soon as possible.

"A course of study for kindergartners has already been adopted by the board in the training school for teachers in our own city, requiring the same amount of study as for other grades, which is as it should be. The Normal College training class requires a post-graduate year. At the last examination for the kindergarten eligible list only four candidates presented themselves from the Normal College, which is at present the only public training class for kindergartners. Able young women cannot afford to devote the same time, and even longer, to prepare as kindergartners, if, after having done so, their prospects do not equal those of any grade of elementary teaching. Even the smaller classes and shorter hours of the kindergarten will not compensate for a lowering of rank.

Very respectfully submitted,

"JENNY B. MERRILL,  
Supervisor of Kindergartens."

The regular monthly meeting of the Chicago Kindergarten Club was held January 13. The subject under discussion was "Constructive Imagination," and the members of the group having charge of the program for the day, discussed it from the standpoint of different writers—Dewey, Baldwin, Sully, Burnham, Hoffding, and others. Some of the special points emphasized were:

1. The relation of environment to representation of form, symmetry, proportion, etc.
2. The dependence of the constructive upon reproductive imagination.
3. The relation of the art impulse to social consciousness.—*Lizzie Whitcombe, Cor. Sec'y.*

The meeting was full of spirit and vim. In her talk on the relation of the art impulse to the social consciousness, Miss Faulkner claimed that the æsthetic feeling was universal. We need the freedom of the country, the broad horizon line, in order to develop best this common instinct. She told of the beauty-loving child who insisted that the sun which she saw set so wondrously in Mackinaw was quite a different one from that which shone in murky Chicago. "The artist touches the consciousness of many," "the beautiful object may be owned, but not its beauty," were other points made. The artistic work done in kindergarten would lose half its joy were it not for the idea of showing it to mother.

Miss Burnham, referring to the differences of the reproductive imagination as to degree and quality, told of the child who when playing horse would never sit down, because "horses never sit down," so real was his impersonation to himself.

"The play and the art impulse cannot be separated," "the imagination is



the medium in which the child lives," were two interesting statements; also, "love is satisfied only by the creation of what is lovely."

Miss Marcellus contributed the thought that fancy involves emotion and gives pleasure rather than insight.

Miss Corey gave some very good suggestions as to constructive work in rhythm and music, which were most helpful. She recommended that a great variety of descriptive rhythms should be given, and the children led to express their interpretation of what the music said to them; they should not be required to skip, march, etc., in prescribed ways. Much of the interest of the children depends on the spirit of the player. If a composition be executed with one hand only, it can still be played with spirit.

Miss Corey would also give the children greater opportunity for self-expression in language. One of her children had created the words and music for a simple thought.

Professor Angell was quoted as warning against the danger of prescribing what the children should use. Sully advised the middle path between too much restriction and too much choice.

The child cannot be creative till he has exercised enough of his reproductive imagination. Originality simply rearranges.

Mrs. Page reminded us that we have the child for three hours only, as against twenty-one. If we could know what he was doing during those twenty-one, we could more readily decide as to free choice or restriction during those three.

Miss Hoffman, who has been experimenting upon the lines of free choice at the Fletcher kindergarten, found that the free play brought greater spontaneity to the work period.

Miss Miller considered that true freedom could be acquired only thru self-control. She thought the children were subjected too much to interruption while engaged in their play or work. Visitors were apt to be thoughtless in this respect.

Miss Newton thought that the idea of the social whole required a certain degree of prescription of the members. As we are all learners in the field of child study, we must be willing to be crude, and not resemble the student who would not make the first attempt in chalk work because she knew it would be crude.

Miss Brown quoted from Lanier that the "art form is complementary of the thought form." She told of some of the crude attempts of her children at original expression in music, which led, however, to much better understanding and appreciation of good music than the usual method of making children simply passive interpreters of others' work.

**Important.**—The secretary of the Kindergarten Department of the Ontario Educational Association writes that "when the invitation of the kindergarten executive to the Easter meeting in Toronto" was forwarded, "it was expected that the first meeting of the International Kindergarten Union would be on Thursday, April 19, instead of April 18, so the time-table information furnished is of no value to delegates to the I. K. U. For the benefit of anyone who can spend Tuesday in Toronto the Lehigh Valley train leaving Toronto on Tuesday at 6 p. m. goes thru without change, and is due in Brooklyn at 9:50 a. m. on Wednesday."

**DURING** the first week in December Miss Frederica Beard, of Chicago, gave a course of four lectures at Miss Barrington's Training School, Harrisburg, Pa. These lectures were primarily for the students of the training class, but were open to teachers and parents. Miss Beard spoke upon "The Training of the Will," "The Problem of Discipline," "Symbolism," and "Significance of the Second Gift." Her audiences were interested and appreciative, and many expressed not only their pleasure, but the conviction that they had received definite help in the training of children.

THE Library School of Pratt Institute, Brooklyn, has added a new course this year, i. e., one for the training of children's librarians. It will embrace three lines of work: the study of children, the study of children's books, and the study of methods to be used in children's libraries. The students will supplement the course as given at the library by the instruction in "Mother-Play" and in "Story-Telling" in the Kindergarten Department of the Institute.

THE first vacation school of Oakland, Cal., was conducted for six weeks this summer, and the four largest free kindergartens rejoiced in a new playground secured by the Woman's Club. The special interest this fall has been the granting of city and county certificates upon the kindergarten diplomas.

MR. EDWIN G. COOLEY, principal of the Cook County High School, has been chosen to succeed Col. Francis W. Parker as head of the Chicago Normal School. Doctor Cooley is an educator of great ability and will be a worthy successor to Colonel Parker.

AT the meeting of the Brooklyn Kindergarten Union, January 12, 1900, Mrs. Walter Pratt Long addressed the members on the subject of "Instrumental Music for the Kindergarten." Mrs. Long illustrated with the piano, giving many practical suggestions.

THE latest word from our editor tells us that she is in Capri. We can promise our readers that the glory of its skies and water, the brightness of its air and sunshine will be shared with them thru the pages of the magazine.

NEARLY all of the newspapers of Chicago are advocating the maintenance by the board of education of vacation schools, and the keeping of the school playgrounds during the vacation for the benefit of the children.

THE Cleveland Kindergarten Union discussed at their January meeting the "Psychological Value of Play." The paper was given by Minnie Hall; the leaders in discussion were Ruth Dowdell and Alice Hunt.

MISS SUSAN E. BLOW has been recently to Pittsburg, and is now at work in Boston. She writes: "It is astonishing how soon just being among kindergartners revives hope and courage."

BANGOR, ME., has four public kindergartens and one private one, directed by Alice E. Warner. Their kindergarten club meets weekly.

THE kindergarten normal school of Buenos Ayres graduated twelve students this year. Sara C. Eccleston is the director.

IN far Japan a young native woman plans coming to Chicago to prepare as a kindergarten training teacher.

EL PASO, Tex., has a newly organized kindergarten conducted by Mrs. Celia M. Vandewater.

THE public school kindergarten of Grand Rapids, Wis., is in charge of Elizabeth Hughes.

GLENOLDEN, Pa., has just opened its first kindergarten in connection with its public schools.

MARGARET MORLEY has been lecturing in Bangor, Me., where she has passed a week.

*St. Nicholas* will give unusual attention to educational subjects in 1900.





FRAU LOUISE FROEBEL.



# KINDERGARTEN MAGAZINE

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NEW SERIES.

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FRAU LUISE LEVIN FROEBEL.

A BRIEF SKETCH OF A CONSECRATED LIFE.

**I**T is forty-eight years since Friedrich Froebel passed away, leaving behind the wife of one short year, who was so thoroly at one with him in thought and purpose, and who thru her long years of widowhood had so faithfully held him in her heart of hearts and so truly expressed his spirit in her daily life.

Luise Levin was born near Osterode, Thuringen, in 1813. Across the way from her home lived Friedrich Froebel's older brother, Christian, and the children of the two households were friends and playmates. In 1816 Froebel gave up his post as curator of the mineralogical museum at Berlin to undertake the education of his deceased brother Christoph's three boys, and journeyed to Osterode to secure if possible the two little sons of his brother Christian. It was at this time that he saw Luise Levin for the first time, she being an infant of eighteen months, he a man of thirty-five years.

In 1820 Christian Froebel moved to Keilhau, whither the school had been transferred, but more or less communication was kept up with the Levin household; the boys of the two families visited back and forth, the Levin children telling enthusiastic stories of Uncle Froebel and the wonderful things he taught the children to make out of various simple materials. The little girl meanwhile grew up quietly at home, corresponding at times with Elsie Froebel. When thirteen years of age her father died, and in quick succession her two brothers lost their wives and her sister's husband died, and upon Luise fell the responsibilities of home-maker, guide, and counselor to the three bereft households, which fact plainly indicates the exceptional qualities of mind and

character possessed by this strong, sweet woman. It was not until she was thirty years of age that she found herself free to follow her own life-path. Having been invited by Frau Middendorff to be a guest at Keilhau, she at once placed at the disposal of the group of inspired educators there gathered the experience, abilities, and consecration which were the fruitage of the past years of apprenticeship in the home. As can be imagined her offer was accepted with sincerest joy and appreciation on the part of the happy, united, hard-working household at Keilhau. This family then included the three daughters of Christian Froebel, Frau Middendorf, Frau Barop, and Fraulein Elsie, with whom she had formerly corresponded. Froebel was not at this time resident at the school building, but in a neighboring house. This was in June, 1845.

The Mother-Play Book was a revelation to Luise Levin, and later, in 1847-48, she decided to join Froebel's training class. During the winter of 1848 he went on a lecturing tour in the neighborhood and was accompanied by Fraulein Levin, who directed the games and plays with which he illustrated his methods. Later she went to Rendsburg near Hamburg, as governess in the family of a true and tried friend of the kindergarten. She remained there till June, 1849, when Froebel having obtained, thru the assistance of Baroness Bertha von Marenholtz-Bulow, the use of Marienthal\* at Liebenstein for a normal school, indicated to her his need of her services. Accordingly, with the devotion that characterized all of this little group of faithful disciples, she surrendered her comfortable home at Rendsburg and threw herself heart and soul into the new venture at Liebenstein, assuming the duties of housekeeper for Froebel and the normal students there resident, in addition to her class work as training teacher, giving to the institution "the stamp of family life," as Froebel said. Liebenstein was at this time a fashionable watering place of Central Germany, and many of the visitors there found their way to the great teacher, to learn of his wisdom. Among these was the great educator, Diesterweg.

In 1849-50 Froebel traveled again, this time including Hamburg, where several kindergartens, some private and one public, were established, to be afterward continued under the direction of Frau Froebel.

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\*Country house of the Duke of Saxe-Meiningen.

Luise Levin became his wife in 1851. To quote from Arnold Heinemann's article concerning her, as included in his volume of "Froebel's Letters": "She had imbibed his (Froebel's) ideas and principles, his views of life and principles of ethics, his profound religious convictions and perfect trust in God, and had assimilated it all so thoroly that there was hardly anything left of her own original nature. She was the most perfect reproduction of Froebel's own self that can be conceived, taking into account that he was a nature altogether original and creative and she was to the same extent receptive and reproductive."

It does not follow from this that she was weak or without will of her own. She was thoroly open to new suggestions in the line of Froebel's ideas, but strong in opposition to what was contrary to his spirit. She says in her reminiscences: "In childlike veneration I had at first tried to approach him in thought. His ineffable kindness of heart toward the weak managed to draw out to him all my confidence and trust. At length both sides felt a desire to be legally linked by the closest ties. His age was no drawback at all to me. In my eyes he was the greatest and the best of men, and I only wondered how he could condescend to care for a girl so much beneath his level in every respect. The only anxiety I had was to make sure that the rather unusual step of a marriage at this time of life should have no damaging influence upon the great work he had to accomplish in the world."

One year of wedded life was vouchsafed them and then Friedrich Froebel was called away, the end being undoubtedly hastened by the action of the Prussian government prohibiting kindergartens in that kingdom, and the attacks of the Hamburg papers on his religious principles. (To think that he of all men should be accused of atheism.)

His seventieth birthday had been celebrated April 21, 1852, in a beautiful manner, and later a general congress of teachers at Gotha did him honor, and then, on June 19, the end came. Thoroly imbued as she was with the spirit which thinks ever of others rather than of self, and with a full sense of the responsibility which Froebel had so confidently placed in her hands, his widow sought consolation in her bereavement in her work, continuing it however at Keilhau rather than Liebenstein. It was then that Thekla Naveau joined this truly magic circle, proving to be an active, able assistant. But now came another great, irrep-

arable loss. Middendorff, the loving, faithful disciple and friend, ceased his labors also. Deciding that the changes necessitated by his death made it unwise to continue longer the work at Keilhau, it was given up and Frau Froebel took charge for awhile of a training school in Dresden, and from thence went to Hamburg, in 1854, there to become director of the free public kindergartens. Hamburg at this time was one of the wealthiest of German towns; it was also one of the free cities, and, therefore, was not swayed by the conservative fears that ruled the Prussian government. The German statesmen failed not to discern that in its essential principles the kindergarten is a pure democracy, and we cannot be altogether surprised that those who believed in an aristocratic government for the benefit of the few, those who had no faith in the divine right of the many uncrowned kings, should look somewhat askance at the kindergarten, which contains seeds that will eventually confer upon all men that power to control themselves which underlies the power to control others. Again, the Prussian authorities were particularly inclined to suspect the kindergarten, because they had confused the name of Friedrich Froebel with that of his nephew, who was quite radical for those times, even going to such an extreme (?) as to favor woman suffrage. But Hamburg, being free, was not quite so subject to these forebodings of ill, and we find many kindergartens early established there. Nevertheless, Frau Froebel experienced many of the difficulties which retard the advance of the kindergarten in our own time and country. It was complained that the kindergarten children did not do as well in the schools as those who had not had the kindergarten training. The educators of today are just beginning to perceive that if such be the case it does not mean that the kindergarten must go, but that the teaching of the higher grades must be modified so as to follow those universal educational principles which Froebel proved in the kindergarten.

In response to the demand Frau Froebel formed a transition class where for twelve months reading, writing, and ciphering were taught, but it was against her best judgment, and was soon discontinued. Her training school, which she conducted for many years, was in the fashionable part of the city; her cadets studied for two years, the course including both the philosophy and practice of the gifts and occupations. She was also greatly



interested in the public schools, and did what she could to impress upon public school-teachers Froebel's ideas and methods.

Most of her summers she spent in Thuringia, where she had expected to be present this year at the founding of the Froebel Memorial.

In the volume of "Froebel Letters," edited by Mr. Heinemann, above referred to, there is an interesting chapter of personal reminiscences by his wife, who knew her intimately. She describes her as follows: "Her figure was tall, erect, and remarkably well proportioned. Her carriage and movements were elastic and graceful. Her face had an expression of freshness, I would have said of youthfulness but for the grayish tint of the hair, indicating her advanced age, and forming a striking frame for a countenance beaming with a charming vivacity, producing a conviction that her soul had preserved a youthfulness much greater than her gray hair seemed to indicate for her body. Her beautiful blue eyes bespoke an unusual development of loving kindness."

She had a thoro acquaintance with botany, and was one of those natural-born teachers, just to be with whom is an education in itself.

Some of the letters which the writer was permitted to see, addressed to this friend and her young godson, now a man grown, all breathe the same spirit of simplicity, tenderness, strength and consecration, and her sense of what her favorite text expressed, that "To them that love God all things work together for good."

The tribute to her work and worth which Mme. Kraus-Boelte contributes will be echoed many times over, while the letters and newspaper items sent by Mr. and Mrs. Heinemann will convey an idea of the large place which this strong and noble, tho modest and retiring, character had made for herself in numberless hearts.

B. J.

"HONOR TO WHOM HONOR IS DUE."

January 10, at 1 p. m.—the sun shining on a snow-covered landscape—an elevating ceremony took place at Schweina, Thuringia, at the grave of Friedrich Froebel. There, according to her wishes, Frau Luise Froebel, née Levin, the wife of Froebel, was laid to rest, having reached the old age of eighty-five years. She survived her husband forty-seven and one-half years. Her

remains had been brought from Hamburg, where she died on January 4. In the chapel of the cemetery a large number of people had assembled, consisting of the "heads of the community," many inhabitants of the place, and different schools. After singing the hymn: "What God has done is well done," Pastor Engelhardt spoke most impressively at the elaborately decorated coffin, taking for his text from the Book of Ruth, ending with the words: "Where thou art dying, there I too will be buried." Superintendent Schmidt, sent by his Highness the Duke of Meiningen as his representative, followed directly after the coffin, and then came, in order, the relatives and representatives of the Froebel and kindergarten associations, while the bells were ringing. The church choir received them at the place of burial. After the blessing was pronounced all united in singing "Jesus, in thee I trust." After this Superintendent Schmidt, with appropriate words, placed a palm and flowers on the grave, doing so in the name of the Duke of Meiningen. This act was followed by more wreaths from the many friends and associations, among whom were those of Hamburg, Berlin, Leipzig, Breslau, Cassel, Eisenach and Osterode—the birthplace of the deceased. After this the youngest school-children approached the grave, laying down their "flower-tributes."

Eleonore Heerwart writes: "Near Marienthal, where the late Duke of Meiningen had given a home to Froebel, and where he ended a life given unselfishly to the service of mankind, there now rest these two noble persons, who, *united*—and afterwards the widow alone—sowed the seed which has taken root in all parts of the world; their work will *not* pass away, but may bring even more blessings during the new century than in the past one, to which they belonged."

It was with a sense of mingled pain and happiness that I perused the letter (forwarded even now by Fraulein Heerwart) written by Frau Froebel, addressing me in the old familiar way: "Liebe Maria." This letter was the last one Frau Froebel wrote. It is a beautiful letter, containing loving, appreciative words in regard to what has been done in America by the kindergartners "who knew how to value Froebel." She sends "blessings" and good wishes for "peace, joy, and freedom," and she asks me to communicate her blessings and good wishes to my coworkers, in the faithful work for the young of this country.

My thoughts, of course, at this time especially, lead me back to over forty years ago, when I was an inmate of Frau Froebel's home, and her pupil. She then said, as she does in her precious letter to me: "I have much to be thankful for; the Almighty, in his goodness, gave me strength to live and work faithfully in the idea of my noble husband."

And I have to add, that there is much I have to thank her for; and my grateful, loving thoughts will be with her as long as I may be granted to live and do my part in the work for childhood—so dear to us all.

MARIA KRAUS-BOELTE.

#### FRAU LUISE FROEBEL'S DEPARTURE FROM EARTH-LIFE.

"On January 16," says Mrs. Marie Heinemann in a letter to the *MAGAZINE*, "I received a letter from Miss Auguste Alfeis at Eimsbuettel, near Hamburg, Germany (that is the lady with whom Frau Luise Froebel had been living during the last seven years of her earthly life). In this letter, dated January 2, Miss Alfeis returns thanks for festive greetings I had sent to Frau Froebel for Christmas, saying: 'The dear old lady felt great joy on receiving your letter and little package, and she celebrated in our midst on the Sunday preceding Christmas Day the festivity prepared for our poor, consisting of twelve widows and twenty-seven children, at our hall. It was chiefly the children, of course, who made her heart rejoice, singing to her their songs and looking upon her with their eyes beaming with a joy and happiness which evidently found a most cordial, warm response in her old, dear heart. Suddenly, in the midst of the joyful excitement, a fit of debility and dizziness attacked her, and we were compelled to take her to her bed, where strong broth and good wine soon restored her.

"'When evening came on she was very desirous of being present at our Christmas Eve celebration. She remained with us for two and a half hours, was greatly pleased with the bright Christmas-tree, and evidently most deeply touched with the songs of the choir, consisting of twelve boys whose sweet little voices exercised a wonderful charm upon her, which manifested itself by the look of her eyes fixed upon the tree, and an expression of face bordering upon transfiguration, and filling me with anxious sympathy and a foreboding of the great sorrow that is now sure to fall on us. On Christmas Day she suffered another attack of de-

bility and dizziness, accompanied by an oppressive change in her condition and appearance. Her strength kept decreasing from day to day, and the physician told me this morning that he had no hope of her recovery. You know how greatly I suffer as you are aware how intense my love for the patient is.

"Now I am sitting here with a Sister of Charity who shares with me the duty of tending to the patient, and am writing to her friends to prepare them for the mourning in store for us, and I know there is none whose grief will be as great as yours over the loss of your most beloved motherly friend. When you receive this letter it is most likely that she will already be delivered; but I rejoice to inform you that she is looking forward to her homeward passage with a consciousness as clear and bright, as peaceful and joyful, as she ever possessed. Her joyful serenity in facing death is truly touching and elevating, and to me it is the clearest and most hopeful illustration of the promise conveyed by the words: "I have overcome the world." Let it be a consolation to you to know that her last years were free from all care and peaceful, and that she found with us a home and love in many ways. It is touching to see how thankful she is for it. . . ."

"I also received a copy of the *Meiningen Tageblatt*\* of January 5, which contains the following item: 'Hamburg, January 4, at 12 o'clock today, noon, a peaceful death ended the most blessed life of Frau Luise Froebel, nee Levin, the high-minded widow of the great "educator of man," Friedrich Froebel. Born at Osterode-on-Harz she went at an early age to Keilhau, and entered the enchanted circle of the most intense educational activity, aspiring after the highest ideals. Froebel discovered her to be a co-laborer in his work of a profound understanding and great ability, a practical power prepared to carry out his principal idea, for which reason he married her hardly a year before his death, in order to give to her an effective support for her subsequent life-work in the possession of his name. And she devoted her whole life to the propagation of the ideas of Froebel, the inestimable value of which has by this time been recognized in Austria,

\* Daily paper of the city of Meiningen, capital of the duchy of Saxe-Meiningen in Thuringia, Germany. Near the northern frontier of the little duchy the village of Schweina is located near to Bad Liebenstein, where Froebel taught during the last years of his life, and where he died, at the ducal villa of Marienthal. At Schweina Froebel was buried, and there stands his monument, composed of cube, cylinder, and sphere. Near Schweina also is Moehra, the birthplace of Martin Luther.



Russia, Belgium, England, America and—last because least—in Germany.

“Altho her health was delicate Frau Froebel was indefatigable in her activity, not indeed making a noise in public, a thing repugnant to her delicacy of feeling, but encouraging, helping, quietly promoting, while she kept in active intercourse with a great many people. Until her last day of life she retained her wonderful mental liveliness and lucidity, and her death bore testimony to “real perfection of life thru union with God.” It was a desire of the departed one to be buried by the side of her husband at Schweina.”

Another copy of the same paper, dated January 12, contains the following report of the funeral of Frau Froebel: “The remains of the widow of Friedrich Froebel were entombed at Schweina on January 10. In the quiet, solemn-looking little chapel of the cemetery the coffin, which had been forwarded from Hamburg, was standing on a bier covered by a wonderfully rich display of precious flowers. On the silver plate was engraved the name of the deceased, the date of her death, and her favorite scripture passage: ‘To them that love God all things work together for good.’ This passage was made the theme of the funeral oration at Hamburg, but at Schweina the theme was: ‘Whither thou goest I will go; and where thou lodgest I will lodge; thy people shall be my people, and thy God my God; where thou diest will I die, and there will I be buried.’ Was this selection of his theme already a token of the deep sympathy which the preacher brought to his task, of burying the deceased where she had desired to be laid to rest? His words proved his sympathy much more strongly, and moved the attendants to tears. The opening hymn, ‘What God does is well done,’ was also most fittingly selected, for the sentiments expressed in it might be pronounced to be the leading melody characterizing the whole beautiful, and by its end blessed, earth-life of the departed one. From the chapel the coffin was carried up to the grave of Friedrich Froebel, which is neatly kept and distinguished by the well-known, thoughtful monument. At its arrival there it was again saluted by a beautiful hymn sung by the choir. When the coffin had been lowered into the grave, a delegate of the duke, Dr. Schmidt, deposited a magnificent wreath of palms on it in the name of the duke.

“A great many kindergarten and Froebel societies sent gifts of

flowers, among them one from Miss Eleonore Heerwart of Eisenach, one of the very first pupils of Frau Froebel, and one from Miss Hanna Mecke, director of the Comenius House at Cassel. One of the most touching incidents was the approach of a number of children, probably the smallest of the school children, each holding a little bouquet in its hand and throwing it upon the coffin with looks as tender and sweet as if they had been really capable of realizing that she who was now lying there in her final resting-place had been the truest and noblest friend of childhood since Froebel, the great and loving discoverer of the child of man, had there been laid to rest. To Teacher Lipfert the honor is due of having arranged this little sacrifice brought by the children, which did so thoroly enter into the spirit of Froebel and seemed to verify the words quoted by the preacher, 'Thy people shall be my people.'

"The exquisite act of homage was brought to a close by the whole of the assembly, which means not only the friends of Frau Froebel and Friedrich Froebel, who had come from a distance to do honor to the apostles of the New Education, but almost the entire population of the village of Schweina, joining in singing the old hymn of trust and resurrection, beginning, 'Jesus, in Thee I trust.' Thus the lifelong desire of Frau Luise Froebel to sleep by the side of her husband, who had gone to rest nearly half a century before her, was fulfilled."

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#### OPPORTUNITY.

THE night was bitter; Pride and I  
Sat gazing on it thru the pane.  
Who can this gallant horseman be  
That at our casement draweth rein?

We turn our faces, Pride and I;  
And yet the pleading and the pain  
Of that one look! nay, out of sight  
He's passed into the night and rain.

Who could the bold intruder be?  
Alas! today 'tis but too plain;  
His name is Opportunity;—  
He never came to us again.

—G. H. Dierhold, in *New England Magazine*.

## THE FIRST PICTURE-BOOK, OR AMOS COMENIUS\* IN THE KINDERGARTEN.†

FROM THE GERMAN OF IDA SEELE.

(Translated by Bertha Johnston.)

THREE hundred years ago the boys were in many respects neither so rich nor so happy as you are today, for they had as yet no picture-books, and there were none to be bought in any of the bookstores.

At that time, however, a boy was born whom his parents called John Amos Comenius, and who later was to bring joy and delight to the children.

The newborn child grew up and became a healthy, strong, honest boy, who wished to know and study everything, and who gave his parents some trouble and also a great deal of pleasure thru his desire for knowledge. He went early to school and took so much delight in learning and in good books that all his teachers loved him and called him an industrious scholar.

The older and bigger Amos Comenius grew the harder became his tasks at school; but he was not afraid of his hard lessons, but worked and studied ever ardently and courageously, and had only the one wish, which was that he might be allowed to learn enough to become a teacher himself. And Amos Comenius did indeed become a teacher, and a pastor as well.

Now his heart's desire was fulfilled. Now he could teach and instruct others, buy himself good, beautiful books, and even write books himself, and this last he did with great delight, great zeal and industry; yes, he wrote so many good books in his life that you could not count them if they lay before us on the table.

When Amos, then, stood in front of his library, before his many dear, beautiful books, he felt as happy as if all the treasures of the world were his own, and then he thought about only one thing more—how he could provide such joy for all mankind, and particularly for all children, and how it might be possible for him to make learning easier for the children, and to make the school dear and pleasant to them, so that they all, big and little, would take joy in learning.

\*Born March 28, 1592-1671.

†The German original of this article was written in 1892.

But his happiness did not continue long. A dreadful long, continuous war broke out in that district. In its train fire blazed up here and there, and Amos Comenius' beloved books went up in the wild flames. They all burned up together. And as peace did not come for a long, long time, poor Amos had the misfortune to lose his dear books a second time, after he had newly restored them.

But even this great misfortune could not discourage him, for he was a reverent man and trusted in God's help; with it he would so gladly be to mankind and to the children a friend and helper now and ever.

Thru his faithful, unwearying industry he succeeded in restoring all that was lost, so that on account of his well-regulated school, his happy, eager pupils, he soon became widely known, and was called everywhere to other places, to other cities, to adjust the schools to his methods, and so to make study a pleasure to the children. Even the little ones he did not forget; he taught the mothers and showed them how they could have a mother's school for the very youngest, tho indeed the good Amos Comenius did not know what a kindergarten was. He ever thought about his school, and his care for his pupils would not let him rest day or night. He sought ever for what was new and better, and what was hard for him to learn when a child that would he gladly banish from the school.

For example, he wished to describe the lion, the king of beasts, his appearance, his size, his color; or tell about the camel, the elephant, and other strange animals; or about tall palm trees with cocoanuts; or little useful plants, great ships, wild men, splendid birds, magnificent buildings, etc., but he had never seen any of these things; his teachers had only written and spoken about them, and they could not show him the animals and plants named, for there was as yet no zoölogical and no botanical garden.

One evening he had fallen asleep while thinking "how can one make it possible to present to the child to let him see all that of which he should speak or write?"—and all that about which he had meditated appeared to him in a dream.

At first confused figures seemed conjured up, then he saw before him lions and tigers, monkeys and eagles, and splendid flowers, and finally beheld upon a table a big, big book. Quickly he opened it, glanced within, turned over page after page and saw



there everything that there is in the world, and of which he wished to tell in the school, and all was as distinct, as natural as if it really lived, really existed—it was a world in pictures! “Oh,” he exclaimed in his dream, “if I had had such a book in school! I did not have it, but the children of today and the children who will live in the future shall have it.”

And when he awoke he said, moved with joy, “I have found it! what the children want—a picture-book (*orbis pictus*)—the world in pictures!”

And now good Amos Comenius worked with great love and delight, with industry and holy zeal upon his book; completed it too, and so gave to the children the first picture-book.

In some places the *orbis pictus*, this first picture-book, is still to be seen; but I cannot show it to you, the book from which all other picture-books have sprung, those too which afford you so much pleasure today.

Amos Comenius lived indeed long, long ago; but we have not forgotten him, his first picture-book, his great industry, and all that he wrote and did for the children, the school, and all mankind, and will remember him in the future with loving gratitude.

When, on March 28, 1892, his birthday came for the three hundredth time, a festival was held to celebrate it, many speeches were made and many things related about him, and his name was pronounced with love and thankfulness.

We could not go to such a festival, but would like to do something in memory of him. We will build him a monument of our blocks and lay upon it a wreath of Easter violets. What words could we write on the monument? After long reflection and counsel with the children the inscription ran—

To the beloved friend of the children, Amos Comenius,  
The children's thanks for the first picture-book.



THE AIR.

From Orbis Pictus. Courtesy C. W. Bardeen, Syracuse, N. Y.

## PROBLEMS OF KINDERGARTEN PROPAGATION AND PROGRESS OF THE WORK IN SOUTHERN CALIFORNIA.

ADA MAE BROOKS.

**K**INDERGARTENS in Los Angeles can scarcely be said to be beset with difficulties in their line of march; at least none except those that are easily overcome by careful considerations, work, and tactful management, for they are steadily progressing. By the opening of two new kindergartens during the last few weeks every district in the city able to show an enrollment of not less than thirty children of kindergarten age is now provided for, and each has, under the general direction of the kindergarten, a mother's club, fully organized and doing systematic study. They are looking forward to uniting with the Mothers' Congress.

Santa Ana is fostering about seventy children in its public kindergartens, and just now is bending every energy toward the awakening of a general public sympathy by the establishment of mothers' meetings. The little nearby town of Orange also supports its kindergarten.

San Diego feels its kindergarten principles firmly planted and healthfully rooted, as do its neighbors, Coronado and National City. They are very happy over the results of having had their own sessions separate from the general county institute at its recent meeting.

Redlands submitted the question of voting bonds for the establishment of kindergartens in their schools to the people last spring, but the issue was defeated for the lack of six voters. Local, legal, and financial reasons for the failure are ascribed, but the friends of the cause are still working toward a realization of their hopes, and private kindergartens are doing their best to hold the standard before the people.

Reports from San Bernardino tell of successful private work, but no immediate prospect of reaching all children.

Pomona is quaking under the again revived cry of "illegality," but we are confident that the strong sentiment of the place will not submit to the withdrawal of a cause that has proven its worth in their midst.

Our Santa Barbara correspondent writes encouragingly of the efforts made there, saying: "We have placed upon a comparatively sound basis a practical working curriculum, embracing the important principles involved in nature study *thru observation*, not instruction, and believe that we can see a distinct moral growth in the care which the children are required to give their garden tools, toys, etc.

Being confronted by the problem of the child's interest as opposed to his well-being, we are still working upon the question of a safe coördination of hand and eye in mechanical work. We note from a recent paper that the kindergartens are at last entirely under the control of the public schools, and are permanently settled in this city by the sea.

Thru the earnest and determined efforts of primary teachers mainly, Pasadena will, as soon as a new charter can be procured, establish public school kindergartens. No one in this fairest of fair cities can longer carry the thought that kindergartens are not welcomed by teachers of other grades, notwithstanding the failure of certain educational gatherings and journals to find the point of contact. The vote is cast, the public have signified their approval *two to one*, and while we are waiting for the wheels of the legislature to begin to grind a good-will spirit has flown into our midst from the mountains of Montana, bearing in her hands treasures of gold, in her heart treasures of love for childhood. She found here one of Sarah B. Cooper's "angels of the state," who had flown from a distant country into the sunshine of this land for a rest among the flowers. Strong in their united forces they had only to call, "Come, dear little children, come," and a free kindergarten was suddenly established, which is itself a living, speaking commentary on the need of its existence. The problem is, how to meet the needs of those who are "weeping in the playtime of the others," and with the hope that others may long to know the joy of giving joy in this most beautiful way, those who are vitally interested are losing no opportunity of saying, "taste and see that it is good."

Different town clubs and societies are becoming helpfully interested; the newspapers now welcome to their columns any items concerning the work. A study club, originating in the mothers' meetings, has been organized, and reaches out to all without regard to race, color, or sex.

As we were about to close our letter a seemingly fresh hindrance to progress confronted the work. The building in use must be abandoned, and the kindergarten was about to be without a home. Hearing of the perplexity the board of trustees of the public school heartily and graciously tendered to the wee people the use of an unused room in the school building in the neighborhood. Thus is Garfield School to have the honor of giving shelter to the first free kindergarten in Pasadena, and thus is the movement being received as fast as individuals become interested thru the unfailing faith and works of individuals.

But the chief factor in kindergarten propagation is the children themselves. The little family is not at all surprised when a father comes to the door bearing his tools upon his shoulders and explains: "My boy says you are building a house and need me," but immediately finds something for the willing helper to do.

A good carpenter whose work was visited and inspected by the family gave the shingles for the doll house.

People who see the happy "we-are-free" company on their weekly excursions to the happy fields; to the live oak groves; to the cool, damp arroyo where the ferns and mosses grow, and to all sorts of "away off" lands, soon learn that the spirit of Froebel is abroad in the land.

Today the papers tell us of the sudden call of our governor for an extra session of the legislature, and we have delayed our message until we find upon inquiry that both our representative and congressman will gladly aid in introducing and supporting a measure providing for public kindergartens in Pasadena.

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#### A BULB GARDEN.

"IT'S rather dark in the earth today,"  
Said one little bulb to his brother;  
"But I thought that I felt a sunbeam ray—  
We must strive and grow till we find the way!"  
And they nestled close to each other.  
Then they struggled and toiled by day and by night,  
Till two little snowdrops in green and white,  
Rose out of the darkness and into the light,  
And softly kissed one another.

—*Boston Journal.*



## FANNIEBELLE CURTIS.

DIRECTOR OF BROOKLYN PUBLIC SCHOOL KINDERGARTENS.

E. A. D.

**M**ISS FANNIEBELLE CURTIS is a graduate of the State Normal School at New Britain, Conn., and the first position held by her in her chosen profession was that of assistant kindergartner in her *alma mater*. Here, in addition to her kindergarten duties, she made a special study of methods for primary grades, and also had charge of a connecting or sub-primary class. She was soon called to the kindergarten department in the State Normal School at Willi-



mantic to conduct the work there. At the close of three years Miss Curtis resigned her position for a year of study in advanced pedagogy and the history of education at the New York University.

In 1893, having shown special ability as an organizer, she was called to Newton, Mass. In this position she had under her supervision the kindergartens of Newton, Newton Upper Falls, Newton Lower Falls, Newton Centre, West Newton and Auburn-dale.

After a year in Newton Miss Curtis was asked to take charge of the kindergarten department of the New Britain State Normal School. Here she had a large training class and a kindergarten of a hundred or more children.

During the summer of 1895 Miss Curtis had the special kindergarten department of the Connecticut State Summer School at Norwich, Conn. In this year she was elected president of the Connecticut Valley Kindergarten Association, which office she still holds.

After being in New Britain three years Miss Curtis planned an extended trip in Germany for the purpose of studying the kindergarten. Before her plans were entirely completed, the organization and supervision of the kindergarten work in connection with the Brooklyn public schools was offered to her. During her first year in this new position she spent six months in Europe after organizing the work in Brooklyn. In the two years and a half of her administration in Brooklyn twenty-three kindergartens have been established. One great aim in their establishment has been to make them an organic part of the public school system, reserving the privilege of keeping the kindergarten on its original basis. At a recent meeting of the Brooklyn school board the following by-law was passed:

"One or more rooms in each school building hereafter erected, in which primary or intermediate grades are taught, shall be constructed and furnished suitably for occupancy of kindergarten classes."

The ideal planning of these rooms is worthy of imitation.

Miss Curtis's wide experience gives her the keenest interest in trying to solve the practical problems that confront the kindergarten today. She has taken a firm stand on the subject of a single session for the kindergartner, believing it to be of vital importance. Miss Curtis is president of the Brooklyn Kindergarten Union, chairman of the section on kindergartens of the Brooklyn Institute of Arts and Sciences. She is also chairman of the local executive committee of the International Kindergarten Union, which holds its meetings in Brooklyn, April 18, 19, and 20 of the current year.

## WAYS AND MEANS IN THE PUBLIC SCHOOL KINDERGARTEN. I.

(BY A KINDERGARTNER.)

**W**HAT a lifting of spirit comes each morning as the door closes on the outside noise, with its attendant poverty of soul and body, while sunny faces and dancing feet welcome "the kindergarten mother" with news of a new dress, the appearance of a real girl-baby, and divers other fascinating facts.

What matters it tho the sun persistently hide behind his cloud veil! Here is an equivalent in bright eyes and joyous voices, and again is one reminded that sunshine and babies are very near kin.

The regenerating power of the child spirit is beautiful to behold; each day is a fresh birth; all delights, all possibilities are before it. Oh that we children of a larger growth might feel this re-creating force that at each day-dawn encircles the world in its quickening embrace, and calls forth from hidden chambers of sleep capacities little dreamed of.

In noisy groups our flock, great and small, bursts into the kindergarten. Miss Mary is escorted from the corner and relieved of her impedimenta. Miss Clara's table is fitted out with more chairs because "James and Maggie have come back." The beanbags, hoops, etc., are brought out for the little ones, and galloping horses parade the kindergarten. Florence intermittently sweeps the floor and exhibits her strong disfavor when Frank tramps across the circle leaving a small pool at each step. "Go back and wipe your feet; don't you see I'm cleaning the floor?" While Ida adds her voice to the general chorus of, "Miss Alice, look at his feet!" by brandishing the dust-pan and crying out: "You oughtn't to come to kindergarten and make so much work," which shows what manner of home Ida comes from.

Our "Great-heart," officially denominated janitress, has brought us a new doll dress, and each teacher is reminded thereby of days when interest in dolls was paramount. Bits of ancient history come to the surface with jest and laughter, and for a moment we

are all care-free girls together, united by a common interest. It is the touch of nature, and we separate to attend to our individual duties warmed by that moment's communion of similars.

Above the din of the room rings out the triangle call, and the children scamper away to restore the playthings to their rightful places; then settle down at the table flushed with their play and ready to rest a moment.

Across the silence comes the piano's voice, welding into a common mood this vibrating force of child life; with firm and quiet tones it unites into a wordless song the many-sided thought radiations.

The keytone is given for the day; and noticeable is it that in proportion as this uniting force goes out with conscious power and interest, is the return marked with strength and serenity.

All gather on the circle, and the little ones have their plain skip and circle dance. Then Ida chooses, as dearest to her heart, the very latest skip, calling on her companions to assist. It is a virtuous pleasure on Ida's part to select the most difficult actions, executing them with solemn attention to each detail. Would that one could infuse her with some of Willie's joy, who skips because it is the natural way of moving, bubbling laughter acting as an accompaniment to each step. Rose advocates "changing places," and chooses, with a partiality not confined to the kindergarten, those who skip the best.

One cannot but hope the essential factor of this simple dance will "strike in" after sufficient repetition.

What a boon to society could individuals learn to scan objects and events from different view points. What an awakening of desire to see and know things thru different mediums.

We try some new music and watch to see what it suggests to the children.

Most of the older ones want to show what it says to them, and it is very funny to note how they slacken time to the minimum point and still are dissatisfied. They intuitively feel there should be a more continuous flow of action. Finally it occurs to Florence that this music calls for a circling movement. Lastly, one of the teachers, too much a child to sit still, feels impelled to add the sweeping bow, and immediately restful content possesses these miniature people, while the adult onlooker is mentally carried back to those olden days when stately folk in satin and lace



curtesied with profound dignity and grace. We need to feel the touch of that more serene and reverential time.

The children's unflinching interest in the rhythmic movements prove this activity a vital need of their being, and the results are so helpful one can but wonder we have not had more of them.

Here is our big Willie. Upon his first appearance his chest was sunken, his shoulders contracted, his will power feeble, and movements generally slow. Gradually the action of free rhythmic movement had its effect. The free, upright carriage, elevated chest, quickening of reaction time and the intelligent use of his will power became noticeable. He is beginning to live as a normal child should, and we rejoice. Another noticeable case is shown in the transformation of tiny Rose, a veritable "Pixy," who seems to have been incarnated to illustrate the theory of perpetual motion. Very stubborn, with a high temper and necessarily a selfish child, she was our problem; yet in less than a year she has grown obedient, thoughtful, and considerate, because having found a happy rhythmic use for her incessant activity.

Anything which tends to harmony of bodily action must have its mental and spiritual counterpart. "Nor soul helps body more than body soul, I must believe."

Little Isa learns to use her poor twisted legs almost easily, and the joy that shines in her face presages that happy time when she shall know herself to be whole without one blemish.

Not less helpful is this activity among the teachers, for watching them in their endeavor to give the truest expression of the music's message one is impressed with the good accomplished.

They begin to listen and feel that call which the music is making. They, too, forget, in greater or less degree, their limitations of self-consciousness and awkwardness, and try to yield themselves to the law of harmonious rhythms and move at one with it. So again is brought home to them the meaning of oneness, which is another word for joyfulness.

Is it too much to dream that in this resurrection of rhythmic games lies the seed-germ of that golden era when again men and women strong and beautiful shall rear children with perfect bodies and minds sensitive to justice and love?

The morning circle shows the stimulation of interest that creative activity always engenders, for after the responsive service of morning greetings the children remind us of absent ones,

or those who have finished their term with us. "We must say good morning to Miss Anna," insists our small John. It matters nothing that Miss Anna was with us but two days. Did she not play "beautiful galloping music," and for that part of herself which she put into it we enshrine her in our memory. Miss Cora and Miss May and Miss Katharine may have all gone to another kindergarten, but that matters little. Space and time are but messengers to the soul that loves; so we send them a "Good morning," without a moment's doubt but that it will find a resting place, at least in their subconscious mind.

Oh for childhood's faith! with it what might we not aspire to do and be.

Peter wants to sing, "Now see them here," but Rose announces that Peter's hands are too dirty to make bows; whereat Peter gives the retort direct, "Well, her nails ain't clean, anyway." Peace and cleanliness are restored and all the "little men" bow graciously together.

"I want to sing 'Happy Monday morning,'" shouts our irrepressible William. We all, thereupon, "run to school by nine." Afterward we talk of the morning's experience; what papa, mamma, and sister did for us and what we did for them.

Irene went to the bakery for the loaf of bread and saw the moon. "And the moon saw me, Miss Alice, and ran after me." Whereupon it is discovered the moon ran after all the children.

Eda saw a star close to the moon last night, and Mamie suggests "it had just jumped out of the moon cradle and sat down to play with the clouds."

We sing to the "Lovely moon" and "Twinkling stars."

Josephine tells us she undressed her baby last night and the stars watched both of them. Agnes quietly whispers to Miss Mary that she dressed baby this morning while mamma was getting breakfast.

We all play we are mothers and fathers, with babies to put to sleep, and wee Willie manfully rocks back and forth, clasping as tightly as may be his grown-up baby, whose head scarcely finds resting-place on his diminutive shoulder. Fortunately size has nothing to do with sentiment, and the children deign not to notice how hard a task it is to hold their Brobdingnag babies.

"Sleep, baby, sleep," serves to send wriggly infants off to slumberland, and then the moon-fairies bring from their sky

home pleasant dreams, and all the night the stars watch, waiting for the "loving child."

Morning brings the glorious sun and dancing sunbeams with their warm, soft touch, and the babies roll out from their slumber and are speedily washed and dressed for the morning run. Then quietly the children come to one teacher after another that they may see whether the sunshine left some of its light in their faces; whether, too, the eyes are happy enough to carry a picture for each one that looks to see. Way down into the deeps do the glances sink, and clear and true is the soul's response.

Bella's eyes cannot center themselves, they shift with every passing second. Ah, so does the mind behind them; but Anna, what a revelation of that intense, steadfast nature! Straight as a beam of light is her glance, and Rose's is like unto it, only this is a dancing sunbeam. Life will show more of its joy to her than to poor little Anna, with her clumsy shoes and ragged clothing.

What is this which looks forth so somberly from these brown depths, does it presage constitutional inability to carry life's burdens?

Oh soul with eyes so dark, where have you lived before? So old you seem, so solemn and unchildlike. Some day may you realize the eternal youth that is every child's birthright.

So they come—the blue, the brown, and hazel; and spirit answers unto spirit in that direct search of eyes.

Quiet, with a sense of wonder and awe, enfolds us, and with bowed heads and softened voices we say "Thank you" to Him "who carest for the smallest tiny flower."

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THERE'S a wonderful weaver high up in the air,  
 And he weaves a white mantle for cold earth to wear,  
 With the wind for his shuttle, the cloud for his loom,  
 How he weaves, in the light, in the gloom!  
 Oh with finest of laces he decks bush and tree;  
 On the bare, flinty meadows a cover lays he.  
 Then a quaint cap he places on pillar and post,  
 And he changes the pump to a grim, silent ghost.  
 But this wonderful weaver grows weary at last,  
 And the shuttle lies idle that once flew so fast;  
 Then the sun peeps abroad on the work that is done,  
 And he smiles: "I'll unravel it all just for fun!"

—Cooper.

FOUR MONTHS OF PROGRESS IN KINDERGARTEN  
WORK AS REPORTED FROM KANSAS CITY,  
LEXINGTON, LOS ANGELES, BRIDGE-  
WATER, BRADFORD, AND  
COLUMBUS.

KANSAS CITY.

**K**ANSAS CITY, Mo., has eight public school kindergartens, under the direction of kindergartners from almost as many training schools. The kindergartens are well distributed for the testing of the all-sidedness of the work. To two the children come from comfortable homes and careful home training; four are situated where ordinary conditions, neither best nor worst, prevail; while one is set down in the "Bottoms," that region of smoke and noise, of railroads and stockyards; and one is among the Italians and Russian Jews of the north end.

Children cannot be admitted into the kindergartens until they are six years old, and this necessarily affects the character of the work; but thoughtful adaptation is proving that without becoming mechanical, or losing the play spirit, much may be done in our one year to make the kindergarten truly a transition step.

Primary teachers are beginning to recognize this, and to show an interest and a desire to coöperate which is encouraging. In order to provide assistants for the kindergartens the Froebel Training Class was started three years ago by three of the kindergartners, Miss Cora L. English, Miss Moss, and Miss Brent, who divide the work. The first year's training is given, the students going to Chicago for their second year.

The Manual Training High School is proving its kinship by a sincere and practical interest in the kindergartens and training class. Mr. James A. Merrill, head of the Natural Science Department, gave a most inspiring course of lectures in the early fall to the class, in which field work alternated with lectures in his beautifully equipped rooms at the school. "Your master and mine," Mr. Merrill said of Froebel in one of his lectures, and he proved himself to be indeed permeated with the spirit and the philosophy of Froebel.



Mr. Gilbert B. Morrison, principal of the Manual School, is soon to talk to the class on subjects of mutual interest.

The training class has also been able to bring to Kansas City several people who have helped to arouse kindergarten interest. The first was Miss Emily Poulsson, who stopped here last spring and gave her lecture, "From Play to Earnest," to the kindergartners' Mother's Club, and many primary teachers, charming everyone with her gracious personality and wise words; and on January 6-10 of this year Miss Mari Ruef Hofer gave a course of lectures on children's music. The initial lecture was given before the Teachers' Institute, those following being for mothers, kindergartners, and primary teachers. So great, however, was the interest aroused among teachers of all grades, that Miss Hofer gave an additional lecture each afternoon after the lectures as planned, treating especially of singing in school work. Everyone attending the lectures was given much food for thought, and to many to whom music has meant a weary drill the possibility of making it a vital force in education was brought for the first time.

The Mother's Club coöperates with the kindergartners whenever possible, and is doing much to educate public sentiment. There is talk, also, of a kindergarten club, as the kindergartners find the hour which they spend together monthly at the regular Teachers' Institute too limited a time. Neither does this meeting include the directors of private kindergartens, of which there are several.

Altogether, while an understanding and appreciation of the kindergarten grows slowly in Kansas City, the seeds are being sown, and we hope to have more to report in the near future.—*Fannie L. Brent.*

#### LEXINGTON, KY.

The Lexington public school kindergartens opened Tuesday, September 6, 1899, under very favorable circumstances; the enrollment being 150 the first day, which quickly ran up to about four hundred in the next few weeks, keeping at that figure until the holidays.

The public school kindergarten force consists of the supervisor with thirteen paid teachers, five of whom are directors and eight assistants. The training class is conducted by the supervisor, with a diploma course of two years.

Each of the five white public schools has a kindergarten either in the main building or near by. The rooms are large and sunny, with nice chairs and tables and well stocked presses. Thru the liberality of the board of education last October each of the five kindergartens was furnished with an elegant new Chickering piano, adding much to the success of the work.

Weekly meetings are held for the kindergarten teachers, mothers, and those interested in the work, as follows:

Meetings of teachers for conference in program work.

Meetings for study of the Mother Play, in which Miss Blow's questions are used and found to be most helpful.

Mothers' meetings, to which the mothers of the children in all the kindergartens are invited. These union meetings are held in a large hall on the main business street, and are well attended and are steadily growing.

Lastly, the meeting of the Kindergarten Club, which was formed last May, and held its first meeting this school year in October with good attendance. A committee was appointed who laid out a plan of work for the year, and it is the aim of the club to become a branch of the I. K. U. as soon as the membership justifies it.

The kindergartens of Lexington are on a sound financial and educational basis. They are now a part of the public school system, costing the city \$6,000 per annum. Lexington is, perhaps, the only city of its size that supports its public kindergartens on such a liberal scale.

Its private kindergartens are also doing excellent work. An interesting feature of the Sayre Institute Kindergarten is the daily oral instruction which the children have in French. The French teacher, who is a trained kindergartner, holds that the younger the children begin to speak the language the better accent they acquire. Of course she takes the simplest and most familiar words and phrases, teaching the little ones to say *bon jour, bon soir, au revoir*, etc. Then they learn the names of the finger family, and to sing a lullaby in French. The first gift balls are used in teaching the French names of the various colors, and afterwards French games are played with them. A number of our circle games have been translated into French. These the children sing and play with equal zest and enjoyment in both languages.—(Mrs.) G. M. McClellan.

## LOS ANGELES.

There remains just one more to be added, and then Los Angeles will have her two score of public school kindergartens. Three new kindergartens have been opened since the beginning of the present school year, and there are over fifteen hundred pupils in regular attendance at the present time. The first term of our school year is just about to close, and soon several hundred of these little men and women of our kindergartens will take the next step forward and enter the first grade. All who are six years of age must be sent on into the new work, whether their kindergarten training has been the full year and a half, or only a few months or weeks. Both kindergartners and primary teachers had earnestly hoped that this ruling might have been changed ere this, and promotion from the kindergarten be made upon a basis of development and ability, as in the other grades. Miss Ledyard, our supervisor, has been earnestly striving to gain this point for us; but alas for our hopes! School legislation, like some other great things, moves slowly, and we must patiently wait a little longer for this forward step.

We were much interested in the opinions expressed in the January KINDERGARTEN MAGAZINE regarding the afternoon sessions of kindergartens. We have now in our city only four afternoon kindergartens, fewer than for several years past, and it is the earnest wish of both supervisor and kindergartners that these may be done away with too, as soon as it is possible to make room for them in morning sessions. We have always had different children and different teachers where the afternoon sessions have been a necessity.

One of the leading movements in our work here this year has been the organization of mothers' clubs throughout the entire city. Every public school kindergarten now has its regularly organized mothers' club. The meetings are held regularly at least once each month, and the attendance and interest is most encouraging. Some of the clubs are taking up a systematic work along some one special line of child study, while others take up subjects of general interest, as suggested by the needs of their particular district. Thru these clubs the connection between home and school is becoming closer and more vital than hitherto.

During the term just closing a number of our kindergartners have formed new ties and joined the ranks of the "home makers."

We wish them every joy and blessing in their new life, and also welcome into our midst and our work those who come to fill their places among us.—*Annie M. Funkin.*

#### BRIDGEWATER.

The kindergarten department of the State Normal School at Bridgewater was opened in 1894 with a single kindergarten; today it has three distinct lines of work, the kindergarten, the training class, and the general class.

The kindergarten is in connection with the model school, occupying spacious rooms for the accommodation of observers and the work of students with groups of children. The training class is small, owing in part to the amount of time required in the regular course of normal school work before the students are considered ready to specialize. The general class is composed of all the members of the school taken in sections during their last year. The object of this class is to give to the students about to graduate from the three and four years' courses a general view of the educational principles upon which the kindergarten is based, and of the materials thru which these principles are applied to the children, and to those who are to graduate from the two years' course, in addition to the general view, a practical knowledge of methods.

The future work of the two-year students will be with younger children, and this work is planned to help them to understand the kindergarten child and carry forward the work already begun; to show the progressive nature of the material and the benefit of advanced work with it in the primary grades; and to suggest ways in which the methods may be applied and materials used with children who have not had the advantage of kindergarten work, in order to simplify and hasten the necessary steps in acquiring motor control and intellectual power as a preparation for formal school work.

The mothers' meetings have developed into a "class for child study," held in the kindergarten rooms under the direction of the Home Department of the Woman's Club of the town. The topics for this year are as follows: Sight and Hearing, Motor Control, Fatigue, Trustworthiness, Interests and Motives, Habits, Touch and Books. These topics are printed with brief outlines for distribution. The subject is presented by the leader, and followed



by free discussion, which is often animated and suggestive.—  
*Anna M. Wells.*

BRADFORD, PA.

The annual meeting of the Bradford, Pa., Free Kindergarten Association was held January 11. The officers who had faithfully served since its organization felt that others should take their places, and the following were elected: President, Miss Grace Emery; vice-president, Mrs. A. J. Bond; secretary, Miss Emma Griffith; treasurer, Mrs. C. L. Wheeler, Jr. Board of Directors, Mesdames J. P. Melvin, E. N. Unruh, D. H. Jack, J. C. Greenewald, Miss Rae Mayer.

From the reports the following was gleaned:

In September the kindergartens were moved into the capacious room of the Central School building, donated by the school board. This is felt to be the first step toward uniting the kindergarten and the public school system.

Two kindergartens are carried on—a pay kindergarten in the morning, directed by Miss Haffey, the proceeds of which help support the free kindergarten held in the afternoon, under Miss Mandeville as director. Over sixty children are enrolled in the two schools. The directors are assisted by five young ladies, who are receiving the first year's training, after which they enter Miss Ella C. Elder's training school in Buffalo, N. Y., from which Miss Mandeville is a graduate.

The report of the treasurer showed a good financial condition of affairs. The amount of money realized by the association from the payment of dues, social affairs, and tuition from the pay pupils was over \$1,300. Of this amount \$1,000 was expended for room rent, salaries, and supplies.

The association starts on its new year under most favorable auspices, and it is expected that at least one more free kindergarten will be established in another part of the city. The newly elected president is as deeply interested in kindergarten work as was Miss Melvin, the outgoing president. During the meeting of the Woman's Federation of Clubs in Pittsburg, Miss Emery visited a mission kindergarten, and gave her impressions of this visit upon her return to Bradford.

On Washington's birthday the two kindergartens will unite in a public session held in a hall. This was done one year ago and

many were for the first time interested in kindergarten, because of the opportunity to witness the regular work of the little ones.—*Zillah R. Haffey.*

COLUMBUS, OHIO.

When the Kindergarten Association moved into new quarters, at the corner of Seventeenth and Broad streets, a new impulse was given to the work. Having ample room at its disposal it is able to conduct the model kindergarten and primary school under almost ideal conditions, and also to furnish beautiful recitation rooms for the classes which are pursuing junior, senior, and normal courses of instruction in the training school.

In addition to the model schools the association supports several mission kindergartens, which serve as practice schools for the junior students, while the seniors and normals divide their practice time between the model kindergarten and primary school. The latter, consisting of three grades, proves a most valuable feature of the work. The students in their practice in the primary realize that educational principles are the same in all grades of work, differing only in their application; thus disabusing the mind of the too common notion that kindergarten principles are distinct from those which govern in other grades of work. This practical training, combined with thoro study of history of education, psychology and literature, in addition to the regular kindergarten courses, qualifies the graduate for either kindergarten or primary work.

Columbus has passed thru the sentimental period, which so often characterizes the initial movement in the kindergarten work, and a deep, earnest purpose has taken its place. We have received substantial aid from large manufacturing interests, making it possible to establish kindergartens for the immediate benefit of their employés.

The Neighborhood Guild, which is about to erect commodious buildings on W. Goodale street, will provide permanent quarters for the kindergarten in that region. The thrifty German people of the South Side are successfully carrying on the work in their locality. As proof of intelligent and widespread interest, a large Froebel club has for three years been doing earnest work in the line of child culture, giving most valuable moral and financial aid wherever needed. The following list of topics discussed will convey some idea of the scope of their work: Envi-

ronment; Children's Associates; Play in Relation to Development of Child; Care of Children from a Nurse's Standpoint; Value of Music in Development of Character; Importance of Bringing Youth in Touch with Great Literature; Recreation and Rest; *Resolved*, That Coeducation is Desirable; From Childhood to Maturity; Value of Domestic Science Lessons to Children; Annual Election of Officers and Mothers' Meeting; Art as an Education; After College—What Then?

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### "TALKING IN THEIR SLEEP."

"YOU think I'm dead,"  
 The apple-tree said,  
 "Because I have never a leaf to show;  
 Because I stoop,  
 And my branches droop,  
 And the dull, gray mosses over me grow!  
 But I'm all alive in trunk and shoot;  
 The buds of next May  
 I fold away,—  
 But I pity the withered grass at my root."

"You think I'm dead,"  
 The quick grass said,  
 "Because I have parted with stem and blade!  
 But under the ground  
 I am safe and sound,  
 With the snow's thick blanket over me laid;  
 I'm all alive and ready to shoot  
 Should the spring of the year  
 Come dancing here,—  
 But I pity the flowers without branch or root."

"You think I'm dead,"  
 A soft voice said,  
 "Because not a branch or root I own!  
 I never have died,  
 But close I hide  
 In a plummy seed that the wind has sown;  
 Patiently I wait thru the long winter hours;  
 You will see me again—  
 I shall laugh at you then  
 Out of the eyes of a hundred flowers."

—*Edith M. Thomas in St. Nicholas.*

## KINDERGARTEN LESSONS FOR MOTHERS.\*

MARION B. B. LANGZETTEL, NEW YORK.

### LESSON V—CHILDREN'S OCCUPATIONS.

THE object of our previous talk on children's occupations was: First, to call attention to the fact that spontaneous activity has for its foundation, and is obedient to, the impulse of nature to make known an inner life. Second, the necessity on the part of the mother for honest recognition and careful fostering of this impulse to create.

The spirit of God hovered over chaos and moved it; and stones, plants, beasts, and man took form and separate life and being. God created man in his own image, therefore man should create and bring forth like God. His spirit, the spirit of man should hover over the shapeless and move it that it may take shape and form, a distinct being and life of its own. This is the high meaning, the deep significance, the great purpose of work and industry, of productive and creative activity.†

No less aim than this did Froebel have in the selection and development of his gifts and occupations.

Let me call your attention to two points important for our consideration. First, creation goes on from shapelessness to shapeliness.

In nature it proceeds thru an ascending series of stones, plants and animals to man. Next, in each series there is a law governing the development of each individual member of that series. Crystals develop according to the law of force within the crystalizing substance, and this law determines the form of the crystal for that substance. Sometimes four-sided, sometimes six-sided, and sometimes many-sided, but always found in form and number.

In plant life the hidden energy of the rose selects from its environment that which shall make a rose, and in giving it forth

\*Mrs. Langzettel, formerly of Pratt Institute will contribute this series of articles for beginners, and will answer all questions sent thru the columns of the KINDERGARTEN MAGAZINE. This number concludes the series.

†Ed. of Man, ¶ 23.



again is always true to a certain law of number and form which belongs to the rose family. The same is true of animals. In man he becomes more and more conscious of this impulsive life within as he objectifies it in creative activity, hence he may rise to more conscious creation. With man, too, comes the power of choice as to what he shall create.

"The divine in man should be unfolded then, brought out and lifted into consciousness, and man raised into free, conscious obedience to the divine principle that lives in him, and to a free representation of this principle in his life."\*

In other words the outer object in nature is always governed by an inner impulse, and that inner impulse is governed by an inner law which as it objectifies itself forms first simple and later more complex forms. The whole ascending series is only a further development of that which lay within the germ.

In like manner the instinctive desire of the child for molding, cutting, tearing, weaving, drawing, etc., contains in germ the power which shall later express itself in the industries, arts, and lives of our children.

With proper use comes an increasing sense of self-respect and power to more definitely accomplish one's desire.

The same necessity which prompted Froebel to select type forms in the gifts consistent with the increasing demands of the child's nature led him to take the more flexible materials, naturally selected by children, and show how into their use one could introduce intelligent progression based upon this same law of development found in nature. This law he calls the connection of opposites, or the inner being made outer and the outer becoming inner. By means of its application the child may gain logical habits of building, designing, and thinking.

While much in the application of this law belongs to the kindergarten and later school age, yet an understanding of its use may aid the mother in suggesting means and ways for the employment of her child's activity.

Instead of stunting the child's power of creating, as is sometimes supposed, rightly used an understanding of the law of growth puts the child more quickly into possession of himself and his powers.

The mother's chief aim in giving her child occupations in the

\*Ed. of Man, ¶ 5.

home is to supply him with a proper outlet for his activity, and thus prevent wrong habits of sloth, idleness, desire for amusement, and lack of self-respect to develop. A busy child is a happy child, and in the "Song of the Knights" Froebel describes a good child as an active, busy, kind, and confidential child. One whose impulse to help is ignored is likened in "Grass-mowing" to a stunted tree, whose originally strong trunk fails to produce blossoms and fruit, and yields only wood and foliage.

Much of the material given to children is aimless and is given simply to pass the time, without any definite object in relation to possible gain for the child. Not much before the age of two and one-half, or three years of age, can the child accomplish definite results in the work of his hands; but he does desire to repeat the various occupations of sewing, writing, cutting, and numerous household duties which come daily under his notice. Out of this impulse to repeat things grows the desire for real work in later life, and the fostering of the same is one of the privileges of motherhood. For instance, stringing the contents of mother's button bag was an occupation dear to the heart of every old-fashioned child, and seeing the string grow longer and longer increased the sense of pleasure derived from viewing one's own handiwork. At a later period glass beads, daisy chains, leaf chains, and a variety of forms, supplant the button box. They may also be supplemented by wooden beads of various sizes, forms, and colors. With these and a shoe-string many an experience in form, color, and number may be gained. By a judicious oversight the child may grow from a simple, reflex reaction against materials to a conscious selection and mastery of the same. Let there be a gradual growth from day to day in the selection of color, form, or number, and the combinations of one with the other. Let there be clear decision on the part of the child as to *what* he is attempting. Shall it be all red beads today or one red and one white bead? Shall it be round beads or square beads, and how many of each? Innumerable combinations will suggest themselves as each chosen task is accomplished, and out of the chaos of beads carelessly strung may grow more and more regularity and beauty. Thus one may pass from simple amusement to true activity, and enjoy a well-earned recognition. Beware of things which only amuse. The real test educationally is what arouses a child's self-activity and causes an action of the will.

In playing in the sand let the child's attention be called to the impressions made by pressing shells, stones, seedpods, and other forms on a smoothed surface, and let him repeat these impressions in regular rows, as was done in primitive decoration, or choosing a central figure let him impress it at the front and back, to the right and left alternately, until rosettes and star forms grow in symmetrical arrangement, and again out of indefiniteness definite action is born. In the pasting of small parquetry circles and squares the first attempts show only desire to put together; position and design play a very minor part, but by repeated work, suggestion, and recognition, the child gradually comes to take great delight in clean pasting, straight rows, and orderly arrangement. This may later blossom into a more subtle beauty thru higher harmonies of color and form.

"Sewing without a needle," recently invented by Madame Kraus-Boelte of New York, gives developing occupation work for children, and follows very clearly the law of opposites and their connection in its sequence of arrangement. Here again is the child helped to follow a logical progression.

Fresh peas and toothpicks furnish unlimited opportunity for gradual growth from one pea and one stick thru numerical accessions of peas and sticks into a series of figures having more and more complex forms. Basing this play upon figures built by opposites transforms single figures into fundamental prisms, pyramids, and life forms.

In the kindergarten the development of paper-folding, mat weaving, and various other occupations, gives great scope for logical carrying out of the law of growth.

The grasping of a law fundamental to all evolution comes to the child gradually thru these numerous applications, and seems to give him greater clearness of thought and greater originality of expression. A child said to me the other day in starting a new mat in which he was free to choose his pattern: "Well, I have done one and one, two and two, three and three, one and two, etc.; now I am going to do this mat one, two, three, four, five, up to sixteen," which was the limit of the strips in his mat. And logical reasoning does not confine itself entirely to design; one can find law in everything if one have the ears to hear and the eyes to see. In a talk with my children a short time ago they were all eager to tell me what had gone on during my absence of

the previous day. They had had a lesson with sticks, and immediately commenced: "We made sticks." "*Made* sticks," said I in great surprise. "Yes, we made shovels, and houses," etc. "But you said you made *sticks*." "Well, we made things out of sticks," and on they went to relate their various forms. One boy more thoughtful than the rest spoke out and said: "But we could make sticks." "Could you? how would you do it?" "Oh, I would chop down a tree and saw it up into boards, and then I would take out my knife and whittle out sticks." "Yes, I believe these were made that way, too," said I. "This table was made out of trees, too," said Fred. "And these chairs and this house," chimed in the other children, following his lead, and immediately the whole world was derived from trees. As one boy remarked: "Everything is made out of trees." Calling attention to an iron railing near by they finally decided there were other sources for things besides trees. At last I said: "And what are the trees made of?" "Sun," "dirt," "water," came more slowly from various children, until again Fred replied: "Do you know what I think? I think there is something inside which just wakes up and grows." Had my Fred not really reached an inner source of growth, and is it not that something inside which wakes up and grows that we are dealing with in children? and in its growing are we intelligent enough to understand its first struggles for self-expression, and lead them forth into clear, conscious living?

As I sit here writing the snow is falling in soft, white flakes. If I examine these flakes one by one I find always six sides or six points, or six bars, or some arrangement of sixes underneath their great variety of form. Unity under variety seems to be the great lesson of creative life in the world around. Law and order are in all nature manifestations. Shall we not combine with her to help our child to see law and order in the creation of their own hands? In doing this are we not better preparing them to understand the works of God and their own nature?

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THE following paragraphs having been omitted from the third of Mrs. Langzettel's "Lessons for Mothers," we insert them here at her request, as she considers the meaning incomplete without them:

"There has been no break in the growth between this and his former plaything. It does not supplant, but supplements, his first



gift. With its use may come a silent premonition of the law of his own life, and later, thru the understanding and reconciling of contradictions, will come harmony, strength, and inward joy.

"Repeating the impressions under different forms helps the child to distinguish the essential from the nonessential. He soon ceases to try and fit square objects into round holes, or to build his house upon movable solids.

"While making these adjustments he is revealing himself to observant friends and finding his own limitations as well as his own power."

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### ONWARD AND SUNWARD.

**O**THERS shall sing the song,  
Others shall right the wrong,  
Finish what I begin,  
And all I fail of win.

What matter I or they,  
Mine or another's day,  
So the right word is said,  
And life the sweeter made!

Hail to the coming singers!  
Hail to the brave light-bringers!  
Forward I reach, and share  
All that they sing and dare.

I feel the earth move sunward,  
I join the great march onward,  
And take by faith, while living,  
My freehold of thanksgiving.

—*John G. Whittier.*

## THE KINDERGARTEN OF TODAY: ITS METHODS AND MATERIALS.

**A** GREEING with Miss Jenny B. Merrill that "the kindergarten system is a growing one and not a fixed code," we are pleased to present to our readers this month three interesting papers which, tho very different in matter and treatment, give evidence, each in its own way, of the truth-seeking spirit which animates the true kindergartner; a spirit which welcomes thoughtful criticism, is open to suggestions from inside or outside its ranks, and is glad steadily tho quietly to test new methods and materials, and to experiment along new lines, reserving always the sacred privilege of holding on to what has proved of true value, of rejecting what proves to be dangerous or valueless. The editors are not necessarily in accord with all of the views expressed by the writers who contribute to our pages. We expect later to present some other articles which will be equally strong and suggestive.

### A STATEMENT OF MY VIEWS OF PRESENT KINDERGARTEN METHODS AND MATERIALS.

It ought to be a subject of congratulation among kindergartners that our work has at last grown to such importance in the eyes of the public that it demands articles of explanation or criticism concerning our methods of teaching in the best literary, scientific, and educational magazines of the day.

It is a significant fact that most of the criticisms have emanated from masculine minds, and whether just or unjust add this much needed element in a profession almost monopolized by women, and on this account continuously exposed to the danger of becoming womanish rather than womanly. The very fact that these criticisms come from those outside the realm of this motherly profession exposes the critics to the danger of an unfair, prejudiced, or mannish rather than manly point of view.

Yet these criticisms, whether fair or otherwise, may come like the angel of old to trouble the waters it is true, but with the blessing of healing also, if we are bold enough to step in or fortunate enough to have others who help us to attain this privilege.

It is with some anxiety of mind that I put down in black and white my present view of the modern kindergarten methods and materials, telling of the changes we are making in these and why, because any conclusions we may have drawn are few in number

and tentative only as we are sincerely endeavoring to follow our great leader, who even in his last days could say that he was learning something every day.

As the gifts and occupations seem to be the main bone of contention, let these changes come first. Our present method with the gifts is to use them as a means of expression to satisfy what Professor James calls the "instinct of constructiveness." We do not value them most for their mathematical sequence, or as a means of logical impression which may lead the child to "a consciousness of the evolution in nature." We do not use them for their supposed symbolic qualities, "leading the child to a consciousness of unity or harmony."

Lastly, we do not use them as means of teaching lessons in color, form, direction, position, etc. In the main we agree with Dr. Van Liew's views of the gifts, that to use them for the above purposes would be an unbiological attempt "to construct a bridge from the individual child to adult society to make it as short as possible." We believe that as the child is a self-active being the gifts and occupations should be made wholesome means of self-expression; as Dr. Van Liew continues: "It is in the field of free expression . . . that the kindergarten materials, gifts, and occupations find their greatest function. . . The gifts at least lend themselves readily to the constructive interest of the child. To this end they should be employed abundantly, together with many of the other kindergarten materials."

We use the solid gifts of Froebel much more than the lighter, smaller surface material, not only because of the nervous qualities of the latter, but because by experiment we rarely found surface material voluntarily selected by the children. I do not think that Froebel's gifts offer absolutely perfect or complete opportunities for the expression of all the most natural and vital interests, ideas, and images of childhood, yet it seems to me they come nearer to it than any yet devised or suggested by others; yet I agree with Dr. Hall in his statement that "they (may) lead in the interests of the modern city child a very pallid, unreal life" unless we introduce other materials to be used in connection with them.

I do not believe with him "that there are hundreds of other things that would do as well" or better, but that there are many other outside materials from nature or industry which, when wisely used in connection with the gifts, greatly enhance their value by giving fuller scope to the child's intense craving for real opportunity to play. For example, we have found the introduction of small one and two inch dolls in connection with gifts, when little wagons, houses, crossings, beds, or many kinds of furniture are being constructed, greatly increase interest by calling out the play activities, to say nothing of the educational use they serve as an inspiration to good construction, even bringing about spontaneously and naturally our much loved sequence work.

I readily acknowledge that such a combination of material involves danger of slipping into that dressed-up paper doll work in use in so-called kindergartens in Sunday-school work, but if carefully watched has no more danger than the old stereotyped sequence plays which sacrificed the child's play spirit to a logical process in mathematical forms. At the tables we are still using the solid gifts in their ordinary sizes, but at Dr. Gulick's suggestion we are introducing heavy blocks (6x3x1½ inches) to be used in absolutely free play in groups either at the table or on the floor. Thus we feel the children are gaining skill in handling both large and small blocks and adjusting themselves to working under conditions both of guidance and freedom.

In these plays where the children are led to adapt themselves to some guidance we are striving to lead them thru the best use of imitation and suggestion. In this way we are trying to find some happy means between the extremes of absolutely free play and painful dictation. We agree with Dr. Van Liew that the kindergarten "should not indulge in the painfully exact, analytic dictation exercises"; and furthermore, as we also believe with him that dictation "stands as a direct violation of both instinct and spontaneity" in childhood, we are trying to abolish this method in our work.

In occupation work we have long since given up the small hand work in Froebel's drawing—the perforating, sewing, and weaving. We still use the large folding and cutting in connection with free work in drawing, cutting, and painting.

We make use of much of the so-called "odds and ends" material for occupation work, such as leather, wood, spools, boxes, ribbon-rolls, vegetable fiber, etc., which are full of suggestion and can be easily modified by the children into the most fascinating objects and toys.

We have found these not only more interesting to the children in the process of making, but in the use they can be put to as toys after completion. Most of Froebel's occupations can be enjoyed after completion only in the more abstract form of a picture, while these newer ones may be played with as most attractive toys.

While we may have lost some of the results of sequence which the exclusive use of Froebel's occupations inculcated, yet we have gained the more important element of stronger interest and play. That these newer occupations are made of material which is larger and more durable is certainly a point in their favor, and as it is to a certain extent truly "odds and ends, scraps"—material which might be found to a limited extent in almost any home—we find they are highly suggestive to the children as pleasing activities which may be *continued* outside of the kindergarten.

We are fully convinced that there should be a place in the



kindergarten for the right kinds of toys, and we are doing our best to find the wisest use of dolls, tops, hoops, bean-bags, etc., in connection with the regular work.

We make use of stories in the morning talks, leaning decidedly to the old sources suggested by Dr. Hall for the mythical and fairy element; yet we feel a decided need for more good realistic stories of animals and children of the type discarded with the old-fashioned reader. We tell fewer stories and repeat oftener, until the children can tell the same. We are trying to find stories with good, wholesome elements of good and evil without sentimentality, or tendencies to self-conscious goodness.

Instead of moralizing to the children about goodness and unselfishness, in stories, verse, or general talks in morning exercises, we are trying to bring those conditions about in a somewhat more unconscious but practical way as reflexes, by impressing upon ourselves and the children the idea of the kindergarten as an organized community where each individual has his rights, his place and duties not only for self, but for the whole group of which he is a member.

Much of the responsibility for the easy running of the kindergarten is thrown upon the children; they are divided into committees every week whose unquestioned duty it is to do something for the pleasure, comfort, or benefit of the whole. Some of these committees arrange and serve the lunch, wash and wipe the dishes for the group, or the whole kindergarten. Others look after the wraps, the blackboards or floors, etc. In this way we feel we are gaining results more unconscious and permanent as reflexes of character than in the former use of stories of idealized knights, sentimentally sweet flowers, or goody-goody animals and children.

We are striving to hold to the sentiment of altruism whether it be in story or habit, without the sentimentality of unpracticed knowledge of right and wrong, or self-conscious goodness in action.

We are doing something along the line of exploiting what Dr. Hall calls "the high educational value of dancing," but what we call the high educational value of rhythm. In watching the effect of this on the children we have been deeply impressed with the lessons of self-control that can be learned on the basis of bodily control and harmony of action—to say nothing of the social opportunities for courtesy, consideration, and care of the playmate selected.

In the circle games we are making every effort to secure either free dramatization of the children's own ideas, images, and environment, or a wholesome use of the old traditional games. With the latter we are endeavoring to use only those which exercise faculties natural to the child from three to six years of age, introducing the games as they are, or modified so as to remove al

harmful ideas or language, while sacredly guarding those qualities which have made such games live and thrive in all ages and climes.

In the normal classes we give much time to the study of genetic psychology with its practical problems and applications. We study Froebel directly only in connection with the history of education in the senior course. This course in the history of education begins with the oriental and classical nations, continuing on down thru the modern educators, such as Comenius, Rousseau, Pestalozzi, Richter, Spencer, Herbart, and Froebel. From Comenius on down thru the entire list we have the educators' own books in hand, each student studying for herself and drawing her own conclusions.

In this way we feel we save much time for the student, as Froebel's own writings are not placed in her hands until she is thoroly prepared for them. She can thus be led to appreciate and reverence them as deeply as those who have been studying "The Mother-Play Book" and "The Education of Man" from the very first entrance in their work, at the same time diminishing the tendency to idealize Froebel, and see him and his great work separate and apart from education as a whole.

PATTY S. HILL.

The next paper was read recently at a meeting of Minnesota kindergartners. It awakened much interest, and we feel that its publication now is most timely.

#### KINDERGARTEN EXTENSION AND MODIFICATIONS.

In a meeting called for the purpose of organizing a state kindergarten association, the question of how to introduce kindergartens into the public schools of Minnesota seems an eminently proper one for discussion. The fact that most of our cities and some of our towns and villages have already appreciated the importance of this work, and given it a place in their school systems, does not lessen the need for energetic action to promote its general adoption. At present the great majority of the children of our state are without kindergarten training, and we, thru our success, our enthusiasm, and our influence, must accomplish most of the work necessary to change existing conditions.

Those persons whose attitude is such as to hinder the general progress of the kindergarten movement may be classed as follows:

1. Those who actively oppose the kindergarten.
2. Those who are indifferent in regard to it.
3. Those who criticise it unfavorably.
4. Those who approve of it but misunderstand it.

Those mentioned in the first class, namely, active opponents of the kindergarten, are now so few in number and generally so insignificant so far as their ability to judge of the value of any

educational method is concerned, that we may pass them by with little or no consideration.

Those who are not for us are against us, and in the ranks of the indifferent any cause finds its strongest adversaries. Open and direct opposition arouses corresponding activity toward withstanding it, and so often militates for rather than against the success of the cause in question. The comparatively small number of kindergartens in the State of Minnesota testifies in no uncertain way to the existence of this second class, and it is to the task of arousing the indifferent that I would especially summon you. We must lead parents, teachers, and superintendents to understand that the kindergarten is of immense importance as a part of the educational system; that it is based upon common sense and not upon sentimentality; that its results tho differing in kind are as definite and practical as are those obtained in any other department; and, moreover, that it is not an elaborate mechanism so fixed in its character that it will fall to pieces from the changes which the advancing thought of the age will force upon it, but is subject to adaptation and will advance with the age.

The third class, composed of those who criticise the kindergarten unfavorably, includes both friends and enemies, and can in no wise be regarded as exerting a purely hindering influence. It is altogether probable that the various criticisms made against kindergarten work have had foundation in fact, and that in particular cases kindergartners have been very inefficient and kindergartens very bad. It is when these particular cases are held up as representing the character of the work as a whole that we have just cause for active remonstrance against such a gross injustice. Granting that this system has even general weaknesses, we still have a right to maintain that it will compare favorably with any other department of educational work. "Let him who is without sin cast the first stone." Apply the spirit of this saying to the attitude of teachers in general toward the kindergarten, and it will be some time before many of them will be at liberty to fling even pebbles in our direction. However, I have no desire to raise a complaint against rational and well-intentioned criticism from any source. If men and women of insight, working in other lines, make important discoveries and reach conclusions which relate more or less directly to our own field of action, we should feel only gratitude when the full import of the new ideas is pressed upon us, even tho their reception involve the relinquishment of long cherished aims and practices. And here let me say that I believe many kindergartners are making a mistake in clinging so tenaciously to almost every detail of the original plan of infant education as laid down by Froebel. Nothing seems farther than this from his spirit and aims. Progression, development, evolution—were words fraught with deepest and dearest significance to him. In such terms he described the immutable

laws of the universe, believing that all that is material and immaterial, all life, all thought, proceeded in accordance with these to ever-ascending stages. Tho he stood so far in advance of the educational thought and method of his time, is it fair to suppose that he was so inconsistent as to believe that others would not finally overtake and outstrip him? I think not, and I firmly believe that those who resist advancing thought in order to be true to Froebel are themselves his real opponents. I also believe that the future growth of the kindergarten depends greatly upon the attitude of kindergartners toward the results of scientific investigation and psychical research. There was a time when simply the study and assimilation of Froebel's thought was sufficient to place one in advance of the pedagogical principles and practices generally recognized and employed. That time is passed, and Froebel's thought is fast becoming the common property of all thinkers who deal with the subject of education. The training teacher whose students study only Froebel, and accept his views without question, will send out kindergartners who will be behind the times, and will be obliged to readjust themselves in accordance with modern opinions. I say this with full appreciation of, and all reverence for, the enduring principles which form the basis of our work, but we must, it seems to me, refuse longer to acquiesce in certain ideas peculiar to Froebel, which have influenced us more or less in our practices.

The study of psychology in the light of the principle of evolution has revealed the fact that we are no longer justified in believing that the child mind possesses all the characteristics of the adult mind, differing only in degree of development. We may say that in the child mind is the possibility of developing these characteristics, but in no other sense are they necessarily present. Those of us who accept this later view will find innumerable flaws in the psychology of the Mother-Play. We cannot accept Froebel's dogmatic assumptions regarding the nature and content of infant mind. When we are informed that premonitions of the deepest truths are stirring in the little heart and brain we may be impressed, but we will still be skeptical. When we are directed to give our attention to these presentiments, to deepen their hold upon the child by further revealing their significance, we must regard the undertaking a dangerous one. When we are told that fundamental principles are revealed symbolically in the structure and progression of the kindergarten tools, we will admit that the adult mind may discover these, but we will also question the possibility of their being recognized, in any form whatever, by the child; and we will certainly decline to use this material for the purpose of effecting such a result. We now know that the general law of development is from fundamental to accessory, but we do not know that fundamental truths are the first to take root in the mind. The dangers involved in viewing the child



mind from the adult standpoint have always been emphasized by kindergartners; but the differences have been supposed to consist in varying degrees of development rather than in characteristics, have been those of quantity rather than of quality. The general relinquishment of this idea will doubtless bring about great changes in the character of kindergarten work. We will no longer waste time in fruitless endeavors to convey adult conceptions to the mind of the child. We will follow Froebel even more truly in allowing every child full freedom to live the life which his stage of development demands. The new kindergarten will be a place where only the instincts which belong unmistakably to this period of the child's life will be cultivated, but this cultivation will be thoro. The care and development of the body will at last receive the attention which it merits. Free play, with incentives to varied activity, will take the place of the more systematic kindergarten games. Thru the free use of material in self-expression or creative exercises, the child will arrive at some knowledge of his own powers, and will have acquired the desire to use these productively. He will be left in ignorance regarding the philosophy of morals, but he will be well trained in the habit of performing right actions. His knowledge of relationships, and of proper compliance with these, will be acquired thru concrete experiences, found in association with his playfellows.

I have emphasized this idea of progressiveness because I believe it imperative that kindergartners should do some thinking along the lines indicated, no matter what the outcome may be; and also because I believe aiming toward the realization of the practicable, the entirely possible, will bring more and better results, and, therefore, increase the popularity of the kindergarten more rapidly than any other means. Children are forced into the formal work of the schools at too early an age, with consequent loss of interest and ability. When communities know definitely what to expect and what not to expect as a result of kindergarten training; when they find all legitimate expectations realized here as fully as elsewhere; when they understand the effects of the right management of this period upon after life, the reign of indifference and adverse criticism will have vanished, and the growth of the kindergarten will no longer be retarded by a misconception of its aims and methods.

In pleading for progression I would also insist upon the need of a reasonable degree of conservatism. It will not be to our interest to rush madly after the new in theory and practice, drawing hasty conclusions and generalizations. Certainly we must wait until we understand something of the scope and significance of an idea before we make a wholesale application of it to our work.

MARTHA V. COLLINS,

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## THE POINT OF DIFFERENCE.

Those who had the pleasure of listening to Dr. G. Stanley Hall last spring at the School of Psychology held in Chicago, thoroly enjoyed the kindly caustic criticisms ventured by this philosopher and friend upon "Some of the Defects of the Kindergarten." The interest then generated has been revived in the recent publication of the article in the January *Forum*, which has given opportunity for the calm reconsideration of the statements then put forth.

Both the kindergarten cause and the kindergartner have arrived at the point of progress where honest criticism is welcome and helpful. Recognizing her cause as a great and growing one, destined to touch all phases of educational thought, the intelligent kindergartner of today very well knows that, while holding fast to the good she hath she must also "prove all things" if her work is to remain an integral part of the whole. If at present she does not always stop to vindicate herself it is not because she lacks argument, or is without the courage of her convictions. In these stringent times she is, for the most part, modestly engaged in sitting at the feet of the many oracles who are at present discoursing wisdom on educational subjects. It seems but fair to the lay worker that when the oracles speak it shall be quite worth while and the message thoroly sincere and fair-minded.

Amid conflicting opinions it is very difficult for the young and willing and "open" disciple to see just wherein the point of departure from true Froebellian orthodoxy lies. While she is convinced of the soundness of her principle, just how much does this principle imply? Are there some important things outside of Froebel that it would be heresy to believe, or is his thought broad enough in its fundamental value to include the essentials of modern education? Is there such a radical difference of opinion between the so-called child study and the Froebellian schools that harmony cannot be reached to the improvement of both parties?

Educational thought at the present time owes a great debt to anthropology and the deeper study of race questions as a basis for the study of development. In genetic and biological study we find a healthful offset to the tendency to overidealize, and interpret life from a superficial standpoint. There is no doubt that Froebel's fundamental premise, stated in the first chapter of the "Education of Man," where he recognizes God as law expressed in unity, and the child as the product of this divine law, has brought about many of the exaggerations and misconceptions of the kindergarten theory. Placing himself upon a distinctly Christian platform, he declares his faith in a spiritual law as a basis of life and education. Most of us, being human and erring, freely mixed our old ologies with the new, and saw with limited or exaggerated vision the meaning of the Master.

In the inclusiveness of his thought Froebel gathered all life, as demonstrated in nature and humanity, into the circle of law and morality. This conception of unified life he interpreted from the standpoint of the development which *humanity had attained*. Standing on the middle ground of the present he connected past with future, and as Dr. Hall says, he forecast for us the child and race parallels and the child-study movement of our time.

Now it is nothing against a prophet if he does not see the complete realization of his thought, or even if he is not fully conscious of its import or far-reaching nature. A wave may strike an object upon the beach which may change the course and character of land and water, society and commerce, for future generations to come. The danger lies not in the power of the prophet or the prophecy, but in the limitation placed upon its import—upon the personal viewpoint brought to bear upon it. Froebel, like the Bible, is capable of many interpretations; and we have these presented in many schools of thought—like the Christian churches—all of them good and orthodox Froebellian at heart, but differing in minor and even essential points. As the outgrowth of the Froebel principle and individual expression, we have kindergarten training schools emphasizing educational, philosophical, sociological, industrial, nature and other aspects rather than purely theoretical and technical kindergarten—all good, and able to prove allegiance to the central truth.

Without entering into a larger discussion of the relative differences—which might be profitably undertaken by an educational gathering at some future time—does not the point of divergence lie in the manner of approach, and the degree of intensity with which we believe some things and do not believe others, rather than in the fundamental proposition? However valuable the considerations of primitive life and society are from a theoretical standpoint, the most ardent believer in the primitive basis would not argue the return to savagery or wish to restore its conditions today. Neither would he scoff at, or wholly discard, the value of the power of ethical differentiation which has accrued to the race in the process of its evolution. From practical experience we know that savage instincts have not yet become so rudimentary in the human race as to require artificial restoration, or the use of a magnifying glass in order to reveal them to the naked eye.

There is no question but that the plain, honest, healthy facts of life are better and more hopeful than muddled metaphysics or melodramatic ethics, and we need to thank such men as Stanley Hall for a reaction toward a more wholesome basis which has been brought about thru their fearless investigations. But when it comes to arguing the educational value of the cake walk as appropriate "human love antics" for children, there would seem to be reason to draw the line. As a return from past purism and

ideals overemphasized along intellectual lines, American life at present seeks a reaction in marked erotic tendencies. This is apparent in the literature, the stage, the art, and popular enjoyments and extravaganzas of the day. In music the coon song and the two-step, and rag-time dance forms, prevail in polite society over Schumann and Beethoven, and other masters who are relegated to the shades. (We seem to be especially partial to the survivals of savagery yet remaining in our midst.) This, undoubtedly, is all a necessary phase of our evolution as an infant race just stepping out of its swaddling clothes into the ebullitions of youth, which will pass away with the dignity of years.

The recognition of the emotions as a factor in education is opening a question which throws new and tremendous responsibility upon parent and teacher. How to handle it with dignity and respect to the principle involved demands much wisdom and clear insight. As educators we are trying to meet these needs constructively thru organized play, games, and rhythmic expression which shall abundantly supply the combined demands of growth, ethical and physical. Of the coming generations it may not be wholly said that undeveloped tendencies stand in the way of perfecting natural power.

The primitive dances of the Orient and belated savage peoples, while quite harmless viewed in the abstract, or as anthropological studies, are a different matter when concretely assimilated into community life, as is proven in the experience of recent years. Simple primitive expression in natural environment by a simple, natural people is one thing, and their importation into a more highly organized and morally responsible state of society is another. The keen up-to-date American child of today needs no special stimulus along these lines, as can be borne out by the experience of the teachers of our large city schools. A direct illustration of this was found in one of our city vacation schools last summer, where upon any attempt to have ordinary marching or skipping, the room was immediately turned into a mild species of variety show. The cake walk of the levee was the dominant theme. So here was an example of "natural tendency," encouraged by example and environment in the wrong direction. To restore a healthy normal mental, as well as physical attitude, would require more than six weeks' patient, faithful labor on the part of a teacher.

The importance of strong ethical and nature values which Froebel placed upon all the acts of life, cannot be overestimated in helping to ballast and balance the American tendency to easy assimilation and superficialism. The happy medium can here be found in creating a more vital and constructive physical background for the demonstration of the kindergarten. This of course every good kindergartner and primary teacher today aspires to do.



The kindergarten, when healthfully conceived, offers, as does no other medium, the true educational condition for the child. In this healthful conception both the foregoing considerations will find place. Which one will be emphasized will primarily depend upon the training or bent of mind of the kindergartner—whether she be afflicted with Froebellian cramp or prevailing psychologic varioloids, breaking out in exaggerated spots and spells, now of this and now of that. Up to this time the kindergarten holds in its democratic ranks all sorts and conditions of followers—young women, spinsters, college women, matron and society lady (alas! no men). These have given us various interpretations—sentimental, orthodox, motherly, scientific, and up-to-date versions of Froebel.

This mixing up of the elements of life into educational methods seems wholly in keeping with Froebel's sociological views, and seemed to be a necessary part of the reform. It will be some time yet before the "new attitude" becomes so fundamental and unconscious a part of life that the work of personal reconstruction, of actual conversion and change of heart from old and narrower views, will cease to be a necessary tho unacknowledged part of kindergarten training. If the kindergartner today seems to act with undue conviction, it is because she is right in the heart and in the spirit and in the head, far oftener than her critics think. She is not only gathering facts, analyzing materials and becoming learned from without, but is conquering her spiritual kingdom from within. The test of her work is always the test of her own intrinsic growth, and by this she stands or falls. Aside from learning the lesson of herself, she will need the widest research, the broadest comparative study, in order to make good the assumption of the universal standpoint implied in the doctrine of Froebel.

On the point of the criticism of overfemininity, it would be well to remember that the founder of the kindergarten, and its first most able supporters, were men. Cannot a few of the male sex graciously sacrifice themselves at this critical stage, in the interest of science and education, by entering the ranks?

*Chicago, Ill.*

MARI RUEF HOFER.

#### MOTHER-PLAY.

There are certainly two sides to the mooted question of the Mother-Play, and before we utterly discard it we should understand our ground pretty thoroly. "Come, let us live with our children," was the rallying cry of the great father-mother educator. We have yet to see the *book* that in all ways affords such an ideal meeting-ground for parent and child as the Mother-Play. Here we find the traditional games (to whose value and perennial interest their long life will testify), which the mother and child may *play together* for baby's physical well-being. Here

we find songs which the mother and child can sing *together*, and here the pictures which mother and child may look at *together*, pictures whose naive charm increases with increasing familiarity. How much this conscious togetherness should mean to mother and child.

So universal is the quality of the book that baby, child, student and mother can alike find in it something that suits his varied needs. Stop a moment to recall some book valued today largely on account of association with your childhood days. Think what it would mean to have loved a book which had grown up as you grew up.

The mother is not supposed to force upon the infant a realization of governing principles as viewed by the adult mind. She merely does for the infant what the kindergartner does for the child of larger growth. She consciously plays with him for ends of which he is unconscious.

We must get from modern psychology all that it can give us, but we cannot afford to forego the "psychologic insight," the loving sympathy, the general grasp of the social whole which we gain from a study of the Mother-Play. The two, modern psychology and the Mother-Play, mutually enrich each other.

B. J

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### THE CHILD OF GALILEE.

I THINK that song and sunshine made him glad,  
As they do us, that quickly he grew sad  
At sight of some poor bird with broken wing,  
And if its song was hushed He ceased to sing.

Sometimes, in quiet mood, I fancy, He  
Sweet confidences told at Mary's knee.  
There childish griefs, if such He had, grew less,  
Or fading out, made room for happiness.  
He loved her much, and told her often, too,  
And she? she pressed him close, as mothers do.

I think when Joseph, wearied, turned to leave  
The hard day's toil behind him in the eve,  
He found a child-face smiling at the door,  
And murmured to himself that more and more  
The little God-lent Jesus grew in grace,  
Each day the lovelight sweeter in His face.

—By Bertha Gerneaux Woods, in the Advance.

## Normal Training Exchange

For Primary Teachers and Kindergartners.

OUR Normal Exchange for March will consist entirely of the very suggestive paper which Mrs. E. Davidson Worden, principal of the T. E. Bowman Memorial Training School of Topeka, read before the Kindergarten and Primary Department of the State Teachers' Association of Kansas. It in part answers the oft-repeated question as to the value to the primary school of the child's previous kindergarten training, and suggests an entering wedge for the introduction of the kindergarten into rural schools.

### THE KINDERGARTEN—HOW CAN WE BRING IT TO THE RURAL SCHOOL?

In the year 1837, in the land of Germany, Friedrich Froebel thought out and worked out a theory. It has a true philosophical basis. He was a pupil of Pestalozzi, the educational reformer, but perceived that the principles taught by him were applicable to young children, and his experience having led him to believe that the foundation of true education must be laid in earliest childhood, he planned his beautiful system of education.

It was a long time before he could decide upon a name for this new plan of educating little children. Finally it came to him like an inspiration. One day, on the way back from a long walk, he startled the friends who were with him by suddenly shouting: "Eureka! Eureka! I have it! I have it! Child-Garden is the name." A kindergarten—not a child's garden in the ordinary sense of the word, but a garden of children; a place of culture for that most wonderful thing that grows upon our earth, the infant human being, the little human plant.

Froebel considered children as beings endowed with faculties of many kinds that must develop freely according to their nature. He would have us educate these powers thru play, and in accordance with the plan of nature, first thru impression to perception, then to comparison and reasoning.

The aim of the kindergarten is to develop the whole nature of the child, in his relationship to nature, man, and God; to make the child self-active, to shape the character, as right thought contributes to the culture of right character.

He contended that a complete system of education should provide these three things: physical, intellectual, and moral culture.

Play cultivates the physical, upon which depends the perfect development of the intellectual and moral. The child is happy and joyous, and gives expression to his happiness by motion. Learning thru this method becomes a pleasure, and mind and spirit are also beautified and strengthened. So Froebel has made play, or self-activity, the starting-point in his system of education, which is a rational and philosophical plan of development to cover the first six or seven years of the child's life. Its methods may be practiced while he is still in the cradle, and its aims reach thru time to eternity.

I quote from Dr. W. N. Hailmann, who says: "The kindergarten is not a mere ingenious contrivance invented for the purpose of amusing little children, and of relieving overburdened mothers of troublesome embryo sufferers; but a plan of education which has the roots far down in child-nature, and shelters beneath its branches strong men and women. It is not a mere cunning insertion between the nursery and the school, intended to train up the raw material; but a full scheme of education that is to lead the human being from birth to maturity on the road of a wise and useful activity to the goal of true happiness."

The mistake made has been that of instructing children instead of drawing out their faculties. The young mind must be awakened by external objects. The hand, that wonderful instrument of human activity, is from the beginning restrained from destruction and trained for service. The child's individuality is aroused, and he becomes conscious of his power of body, mind, and soul.

The kindergarten is not a sentimental play school. Facts and fancies equally blended make its strength. Its facts are Nature's truths, and its sentiment the love of nature, man, and God.

A prominent kindergartner once compared the description of the gifts and material used in the kindergarten to a verbal description of a musical instrument. "Such a description may be accurate so far as it goes, but it can give no idea of the musical possibilities which are within, to reveal which the hand of the musician is necessary, and no description of the material used in the kindergarten can give a just idea of the educational possibilities they contain." The occupations are simple arrangements of material thru which the child may express his individuality.

The games introduced are adapted both to cultivating the limbs and senses, and guiding and assisting the mind in its first awakening stage. Thru the games the child's social life is exercised, which needs careful culture as much as do the individual phases.

One beautiful symbol in our kindergarten is the circle, of which each child can feel, "this is a whole and I am part of it."



### Relation of the Kindergarten to Primary Schools.

The primary teacher asks, What shall be done with the children who pass out of the kindergarten into the primary school? We have heard that their observation has been stimulated, classification begun, memory strengthened, language developed; that the hand has been trained to be the ready servant of the will, and that physical activity has become conscious and intellectual activity. They have been taught much of color. Their senses have been sharpened. Thru the occupations they have had technical training, can draw, sew, weave, fold, cut, intertwine, model with cardboard and clay? What shall we do with them? To this we would answer, first, modify the first year's course of study. The problem of the busy work would be easily solved if the teacher understood the right application of kindergarten material. Each tangible result of kindergarten work or action is only a symbol of something more valuable which the child has acquired in doing it.

Weaving can be used for number and form. Paper-folding can connect with drawing. Cardboard modeling emphasizing geometric forms can be used for boxes. Clay modeling, plaster paris cutting, basket-weaving and wood-carving are especially recommended for the school. The power already gained by the child in the kindergarten can be utilized in many ways. The finished work is not of so much importance as a consciousness of power to create.

The child's knowledge of form and manual power will enable him to advance rapidly in writing. The forms of the letters are new, but he has learned to trace resemblances and detect dissimilarities.

What is true of the writing will also be true of the reading, which becomes easy to the kindergarten child, for he has gained much from the kindergarten story, song, and nature talk. The word is new, but the object is well known, and word and object are mutually related and interpreted by each other.

The classification of words and letters was begun in the kindergarten when straws and papers were strung, seeds, leaves, and shells assorted and classified. Number has become familiar to the kindergarten child thru the gifts.

The labor of studying words will be lessened if those forms stand for the birds he has heard, the nests he has seen, the flowers he has gathered.

Let the description of the thing he has become familiar with form his writing and reading lesson. He will love the written symbol at once, first, because he has found the old in the new, and has been led thru his organized experiences into a new means of expressing his thought; later, because he finds this a new key to the outer world.

The children are constantly taking in; there must be a giving out; impression requires expression. Things must be seen from

many different standpoints to deepen this impression. This is the age of sense-perception. The child learns from what he hears, sees, touches, tastes, and smells.

With Dr. W. T. Harris, United States Commissioner of Education, we believe the kindergarten should be a part of the public school system of every city in the United States. It is the most essential adjunct now required to perfect our system of public schools; and nothing is more certain than that Froebel's conception is to be utilized in American public education. It is too valuable to be dispensed with, but its introduction must be preceded by thoro preparation for it.

We are pleased to note the interest that has been manifested in the kindergarten system in many states within the last few years. Kansas has no time to lose in accepting this adjunct to popular education. In many cities where the work is not yet combined with the public school system, it is largely aided by appropriations of money from public funds.

The value of the kindergarten training has been so fully demonstrated in Topeka that no argument is needed to show its place and value in the public school.

Let all the children, rich and poor, have a chance to make the most of themselves. The sweet faith and truthfulness of childhood was not overlooked by Froebel. He saw that in childhood alone lay the great hope for the future.

#### The Kindergarten in Rural Districts.

If we would prophesy of the kindergarten in the rural district we must thoroly understand what the strength and the method of this education is. To take the words of Froebel: "The *new* teacher, with his hand lovingly in the hand of the child, points the way and says: Let us find the truth; let us seek it together."

There was a time when the New England or Middle State farmer was intelligent from necessity. He required little besides the three R's for his child, supplementing himself the work of the school. With the growth of the country this has changed, and this change demands that the country school must keep pace with the city school; but if the rural school of the future is to assist the parent, taking the child at the kindergarten age, we must have more time and funds, and the coöperation of parents with teachers is a distinct necessity. Mothers should be trained for this important work. With the teaching of Froebel simple mother love rises into true dignity and ranks foremost among the great motors which will succeed, if success ever becomes possible, in raising humanity to its ideal level.

Froebel has made the home—the family—the great central thought of the kindergarten, and the study of the little child is the first step of progress in the introduction of the kindergarten

into the rural district. The spirit of the kindergarten can control all the activities of the country school, but the employment of the hand must not be given to simply amuse little children.

The close observation of the facts of form, color, and size is important, if the knowledge is unified with the experiences of the child. Because of its broad logical foundation it can be modified to meet the needs of all children and remain in aim the same, but my suggestion is that *every rural teacher should have the kindergarten training*. This knowledge cannot be gained by reading books, however valuable they may be. Her work demands that she should be able to adapt her methods to the capacity of varying ages.

Froebel not only bequeathed to us material, but a philosophy of education; this philosophy must be understood by the teacher.

We cannot expect to see the kindergarten a part of the country school until it is an adjunct to our city schools. The happy results which have followed its introduction into the public school system have induced those who have control of school affairs to extend its influence into the grades beyond the kindergarten.

How can we bring the kindergarten to the rural school? Among other things, we must see to it that the district board and county superintendent become fully aware of the advantages of kindergarten training.

A county kindergarten supervisor, as a special teacher, is suggested as an effective means of introducing the kindergarten into the rural school.

A conveyance to bring children of kindergarten age to the school may be found necessary.

The Centralized System.—The consolidation of rural schools has been proven to be of vital importance. This would necessitate free transportation and enable children to attend the kindergarten.

Reforms are not easily introduced, but those who have carried on the work waver not, knowing full well the long marches necessary before the final victory which is ultimately theirs.

MRS. E. DAVIDSON WORDEN.

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RICHARD WATSON GILDER, the editor of the *Century*, has been quoted by a writer as saying: "Plant a free kindergarten in any quarter of this overcrowded metropolis, and you have begun then and there the work of making better lives, better homes, better citizens, and a better city."

It is a singular fact that more steel is used for making pens than in all the sword and gun factories in the world.—*The Corn Belt*.

## AMONG THE BOOKS.

"Better World Philosophy, a Sociological Synthesis," by J. Howard Moore Ward Waugh Co.

Whether or no we agree with the conclusions of this author we must admit the startling originality, directness, and virility of his style, his candid spirit, and the final hopefulness of his message.

He feels intensely the painful side of that evolutionary competition which has deluged the world with blood thruout the ages, so we are not surprised to hear him say, speaking of emulation in all its forms. "It is an injury for a child ever, under any circumstances, to participate in any game or contest. It fires the very instinct it is the duty of culture to curb. Childhood pastimes should be scrupulously those which afford divertisement without degradation—dancing, dumb-bells, see-saw, sailing, stilts, kites, tree planting, strolling, exploring, sleighing, swimming, swinging, outing, and the like. Or better than pastimes which do stimulate egoism are those which actuate altruism. The coöperative construction of a mimic dam or domicile is better than bicycling, in so far as character culture is concerned; because in the one there is active cultivation of helpfulness, while the other contains only the negative virtue of neglecting the cultivation of egoism." This last statement is undoubtedly true, but, as James says, "there is a noble and generous kind of rivalry as well as a spiteful and greedy kind, and tho all games are rooted in the emulous passion, yet they are the chief means of training in fairness and magnanimity, and the wise teacher will use this instinct as she uses others, reaping its advantages, and appealing to it in such a way as to reap a maximum of benefit with a minimum of harm."

We cannot agree with our author "that the young are invariably born with an inherent tendency to mal-behave." If there were not also present the inherent tendency toward the good where were the possibility of further development? "Tho we be the not very remote posterity of brutes, the untamed and unrectified progeny of eternal ages of militancy and hate," we are at the same time the heirs of that spirit of coöperation, of altruism, that manifested itself so early as that first protozoan, as Mr. Moore so well shows in his chapter on the "social ideal." Since two things cannot occupy the same thing at the same time the unfoldment of the good in child-nature will effectually crowd out the bad, tho a certain amount of pruning and elimination be necessary, and tho on the whole it must be acknowledged that in many cases "instead of making the process of culture *life itself*, it is an artificial and vexatious preliminary of life," leading educators have already awakened to a sense of such deficiencies, and are experimenting along new lines; the kindergarten certainly is built upon a foundation idea closely akin to Mr. Moore's "sentient cosmos," which is foreshadowed by Froebel's inclusive word, "Gliedganzen."

He traces in most graphic, tho concise fashion, the gradual evolution of what he terms the "sentient cosmos," from the first stirring of the coöperative tendency in the early protozoan to the altruism of today; the latter he describes as follows:

"The ideal relation of the inhabitants of the universe to each other, then, is that relation which will most actively conduce to the welfare of the universe, and the welfare of the universe means not the welfare of any one individual or guild, but the welfare of all the beings who now inhabit it, and of those who shall come after—the welfare of that mighty and immortal personality who comprehends all species, and continues from generation to generation—the *Sentient Cosmos*."

THE "Education of the Pueblo Child; A Study in Arrested Development," by Frank Clarence Spencer, Ph. D., is one of the Columbia University "contributions to philosophy, psychology, and education." Published by Macmillan & Co. Price 75 cents.

The first three chapters of this valuable monograph deal respectively:



first, with the geography and history of the land of the Pueblos; second, their social and industrial life; third, their institutional and religious life; and then, in chapter four, is considered the education of the child, to which all of the foregoing has served as an introduction. Dr. Spencer attributes the arrested development of the Pueblos to the principle of deliberate imitation upon which alone they base the education of their children. In the industries, in the arts, and in customs and religion, the child must exactly imitate the proceedings of his predecessors in industry, art, customs, and religion. Any attempt at originality would be crushed out as sacrilegious, so completely are the people under the domination of the priesthood, who themselves are dominated by the superstitions which governed their ancient forefathers. Hence they are today no further advanced in civilization than when the Spaniards discovered them three hundred years ago. "The virtues which the Pueblo father or mother seeks to inculcate are obedience, industry, modesty, and especially the avoidance of evil sorcery of all kinds, which to them is the acme of depravity, and they secure it almost wholly thru an appeal to superstitious fear."

"The Zuni have an annual dance expressly to frighten the children and keep them in good behavior during the year." Alas for such of our little people who suffer the same treatment at the hands of ignorant nurses!

To us as teachers the important point made in this monograph is, that as in the psychology of a race, so in the psychological development of the individual "over-stress placed upon any stage of mental development may result in arresting the mind at that stage. This is true of all periods, and for the most is based upon the fixing power of habit."

"Child Study Record," published by Theo. B. Noss. Southwestern State Normal School, California, Pa. Paper, price 25 cents.

This well-arranged notebook cannot fail to assist the teacher in systematic, practical child study. Its spirit is indicated by these words taken from the preface: "The observer should always proceed with care and tact, and especially with a loving and sympathetic heart. Any teacher or would-be teacher who finds his heart cold and unsympathetic toward a little child should seek either a change of heart or a change of occupation. One who lacks interest in the child he studies might read with profit what some of our poets have written on children."

Blank spaces are left for the name, age, etc., of the child to be studied, and then follow the spaces for notes as to physical life, general health, expression, and details as to vision, hearing, sleep, appetite, fatigue, play, work, habits, etc.

Next come observations as to mental life, general mental development, attention, sense-perception, memory, imagination, reasoning, interests, fears, anger, etc., all with detailed subdivisions. This analysis is followed by that of the moral life, notions of right and wrong, habits, actions toward playmates, animals, specific religious training if any. Then follows a "general view of child study," with a list of twenty good books and periodicals on child study, a summary of the child-study movement, and a brief account of the methods and aims of child study, including Stanley Hall's questionnaire on "Dolls," and some definite questions as to food, clothing, sleep, etc., with much other valuable and inspiring matter, and all included in a convenient notebook of twenty-six pages. Teachers will find it invaluable.

It gives them definite points to observe and will lead to clearness and accuracy in noting down their observations.

"Among the Farmyard People," by Clara D. Pierson. Published by E. P. Dutton. Price \$1.25.

In these delightful pages we find the foibles and faults, goodness and virtues of human nature mirrored in the life and conversation of the farmyard folk. Here we meet the hen who was so ignorantly vain of the shiny (china) egg she thought she had laid; the kitten who lost herself; the self-opinionated chicken who refused to eat gravel, and the stupid goose who obstinately but vainly tried to force herself thru a small hole in the fence (when she might

just as well have walked thru the open gate), and then goes back and sulks because she cannot have her own way. Considerate fowls and selfish fowls, foolhardy mice, obedient colts, kindly, wise old oxen, discontented guineahens, and other domestic friends reveal their natures in their talks and actions, and all in a simple, natural way that is both entertaining and edifying. The author has evidently studied human nature and animal nature with kindly, observant eyes. No teacher's or child's library is complete without this book.

THE *Atlantic Monthly* for February contains under the title, "The School Days of an Indian Girl," the second instalment of the articles by Lithala-Sa. These chapters from the life of an intelligent, sensitive member of an oppressed race sadden and reproach us. But it is well that they are written, and educators will be glad to learn the lesson they suggest. More of insight, of tact, of sympathy, of tolerance, of judgment in dealing with the children, whether of our own or another race, is what we all crave.

If our lawmakers and voters will read these most interesting articles thoughtfully and understandingly, they will not be slow to respond to the following resolutions, adopted by the Illinois State Teachers' Association:

*Resolved.* That we earnestly petition Congress to establish, at an early date, in the Indian Territory, a system of public schools, to be administered by the proper authorities at Washington, and supported by the United States Treasury, until conditions in the Territory shall have been so changed as to permit the people, by taxation of real estate and personal property, to provide for the maintenance of their own public schools.

An interesting psychological study, "The Loss of Personality," by Ethel Deuch Puffer, is also contained in this number.

"The Story of the Fishes," by James Newton Bashett, M. A., published by Appleton & Co. Price 65 cents.

This fine little book is one of Appleton's Home Reading Series. It tells its story quite in detail, informing us as to the structure, home, habits, etc., of the finny tribes, and all in happy, easy fashion. Copious, excellent pictures illustrate the points made, and the frontispiece is a marvel of the lithographers' art. The pearly, sheeny tints of the fish are exquisitely reproduced. The book is intended to be read at home in connection with the school work of observation and study conducted under the teacher's direction. The introduction by Dr. W. T. Harris enhances its value in the teacher's eyes. It treats of Home Reading Books, how to classify them, how best to use them. Like all of Dr. Harris' writings, it offers many practical, helpful suggestions.

THRU the courtesy of C. B. Bardeen & Co., Syracuse, N. Y., we are enabled to present to our readers this month a picture taken from the famous *Orbis Sensualium Pictus*, "A World of Things Obvious to the Senses Drawn in Pictures," which Comenius gave to the world in 1657-8, and which was for fifty years the most popular of school-books, the forerunner of our modern illustrated text-books.

The beautiful edition of the "*Orbis Pictus*," published by C. W. Bardeen, contains 151 copper-cut illustrations. Price \$3. The same firm publishes "The Text-books of Comenius," an address delivered before the department of superintendence of the N. E. A. in 1892, by W. H. Maxwell, Ph.D. This interesting pamphlet contains some twenty-five of the illustrations with explanatory notes. Price 25 cents. Every teacher of whatever grade should have a copy.

CORNELL UNIVERSITY conducts a home nature study course by mail. It issues printed suggestions for observation and experiment, and follows these up with quizzes for the purpose of bringing out facts in the students' own experience. Judging from the October number of the nature study quarterly the publications are full of inspiration and help. They are generously illustrated and have a special department for junior naturalists. Suggestions and questions are always welcome, and students may join at any time. It is designed for teachers and others who wish to prepare themselves to teach children to know nature. Address L. H. Bailey, Chief of Bureau of Nature-Study and Farmers' Reading-Course.

## IMPORTANT EVENTS PAST AND TO COME—NOTES, REPORTS, INTERESTING ITEMS.

WINONA, MINN., Feb. 5, 1900.

TO OFFICERS AND ACTIVE MEMBERS OF THE N. E. A.:

The executive committee takes pleasure in announcing the unanimous selection of Charleston, S. C., as the place of meeting of the National Educational Association, July 7-13 inclusive, 1900.

A complete local organization has been perfected, and written reports from sub-committees were presented to the committee at the time of its visit showing the most careful arrangements in all respects for entertaining the convention. The recently completed auditorium, with a seating capacity of 8,000, appeared to be better adapted for the general sessions than any audience room in which the association has ever met. Commodious halls and churches in sufficient number were found available for department meetings. The requisite amount of money for local expenses had been raised. Ample accommodations in hotels, boarding houses, and private homes had been secured by canvas for 10,000 visitors, and an advance membership of 5,000 from the South Atlantic and South Central States was assured. There is no condition which has ever been asked by the association of the inviting city that has not been anticipated and met in the most generous manner by the city of Charleston.

The committee were deeply impressed by the earnest appeal of the citizens of Charleston, indorsed with equal earnestness by the leading educators and the press of the South, that the present is a most opportune time for the National Educational Association to lend its aid in support of the recent revival of educational interests in the South, which is no less manifest than is the industrial revolution thruout the same territory. Moreover, the committee could not fail to recognize the new national spirit which has arisen from co-operation in the recent Spanish-American war, and which suggests the certain and valuable results that will follow a closer and more helpful fellowship in solving the peaceful and important problems of national life and education.

While it is believed that the association can do a great national service by meeting in Charleston, it is also believed that both profit and pleasure will come in large measure to those teachers of the North and the West who take this opportunity to gain a personal acquaintance with the South and its peculiar social and educational conditions, and at the same time enjoy the courtesies of a typical southern city, famous for its hospitality as well as for its many interesting historical associations and surroundings.

Generous rates, ticket conditions, diverse routes and stop-over privileges are offered by the railroads, quite similar to those enjoyed in connection with the Los Angeles meeting. This will make it possible to visit en route many battlefields of the Civil War, the various resorts of the southern Appalachian region, and of the South Atlantic coast extending from Savannah and Charleston to Norfolk, Richmond, and Washington.

A careful investigation of climatic conditions shows that the temperature of Charleston in July, with its prevailing sea breezes, is essentially the same as at the North Atlantic coast cities, and much more likely to be comfortable than in the interior cities of the north Central States.

You have doubtless received the Los Angeles volume of proceedings, and have noted with satisfaction that the total membership for the year reaches 13,656, exceeding the membership of the largest meeting previously held (Denver) by 2,359. The California membership at Los Angeles (4,357) exceeds by 79 the membership of that state at the San Francisco meeting in 1888.

All active members are cordially invited to coöperate with their respective state directors in organizing for a large attendance at the Charleston meeting, and in making it no less successful than the great meeting at Los Angeles.



The general and department officers will spare no pains in providing programs which will be worthy of the occasion.

The department of superintendence of the N. E. A. will hold its annual meeting in Chicago February 27, 28, and March 1, 1900. The headquarters will be at the Auditorium Hotel. Programs will be sent upon postal card request to the secretary.

IRWIN SHEPARD, *Secretary*.

For the executive committee,  
OSCAR T. CORSON, *President*.

The Philadelphia Branch of the International Kindergarten Union held its meeting on February 6, 1900. It was the most enjoyable we have had for some time. Several weeks before the meeting each member received invitation cards which she could send to any mothers whom she thought would like to attend. The response was so great that the large lecture room at the Normal School was crowded.

The speaker of the afternoon was Mrs. Mary E. Mumford, a member of the Philadelphia Board of Public Education. The subject of her discourse was "Duty of Parents to Education."

She said in part: "If American education lags behind, it may be charged to the account of the ignorance and indifference of American parents. When their children begin to go to school a quarter of a century has elapsed since the parents were treading the same path. This they never seem to realize, but are sure they understand educational problems and educational methods of *today* because they were once children themselves and now have children of their own.

"Parents are also indifferent. They turn their children into school, and (unless they prove troublesome) never darken the schoolroom doors again, so that the teacher comes to think of parenthood as connected only with trying scenes of complaint and reprimand. This indifference leads to poor teaching and bad administration of the school system.

"As a remedy for the parental shortcomings of the past, it is suggested that every young woman should have as the capstone of her education a year at least of training in the theory and practice of kindergarten. This fits her in some degree at least for motherhood, to which 80 per cent. of all women are destined. It keeps her in touch with the progress of educational thought; and when a little later her own children enter school life they will come not alone, but accompanied by their mother. She will then be a coworker with the teacher, making a combination of effort which will lift education to heights of which we now only dream.

"We have many genuine educators among our teachers, earnest students of their profession, who would make great advances, but their efforts are clogged by the ignorance of political school boards. Such teachers should be sought out and have the support of educated mothers."

Mrs. Mumford condemned the indifference shown by women of Boston and Chicago to their privilege of voting on educational matters. Were they all to perform so important a duty, it would not be many years before public education was controlled by thoroly educated, thoughtful men and women; and such reforms introduced as would soon give us better homes and better citizens.

At the conclusion of Mrs. Mumford's speech Miss Anna W. Williams, in a short address of appreciation, said: "Mrs. Mumford not only points out our mistakes, but does what is a much rarer thing—shows us a better way." Miss Williams recommended to the mothers "Love and Law in Child Training," a book which she said would be helpful in solving many problems.

In the discussion which followed Mrs. Van Kirk called attention to the mother's need of study of every phase of her child's life and development. The child at six months of age needs as much care and training as he does at six or sixteen years.

Miss Anna Hall, principal of the School of Practice of the Philadelphia Normal School, told of the advanced methods used in that school, and laid emphasis upon the need of kindergarten methods in the higher grades. She



dwelt upon the fact that all teachers, and especially those of the grades immediately succeeding the kindergarten, should have a kindergarten training in addition to what other they have. Miss Hall called the mothers' attention to their children's lunches and use of spending money, and advised more supervision of both of these by the mother.

After a few words by Miss Mason, also a member of the board of education, Miss Adele Mackenzie and others, the discussion closed. The Transformation Game was played by a number of the kindergartners, and after the song, "Unto Thee sweet childhood looketh," the meeting adjourned.

ZELLA NICHOLSON PARKER,

*Cor. Sec'y of P. B. I. K. U.*

**Educational Congresses in Paris.**—According to official announcements, no less than 103 congresses will be held in connection with the Paris exposition. With few exceptions they will relate in some sense to education. Those that will deal exclusively with the work of instruction are the congresses in charge of officers of the three departments of public instruction—higher, secondary, and primary—and those relating to public technical education, which is under the charge of the minister of commerce and industry, or the minister of agriculture.

The Congress of Higher Education will be in session from July 30 to August 4. The committee of organization announces the following subjects for the general sessions of this congress: 1, University Extension; 2, Buildings and Equipments for the Use of Students, Means of Preventing Their Isolation, Institutions Already Existing in France and in Foreign Countries; 3, The University Training of Professors and Teachers; 4, The Role of the Universities in Respect to Agricultural, Industrial, Commercial, and Colonial Education; 5, The Relations Between the Universities and Professors of Different Countries, The International Union of the Members of Higher Education; 6, Relations Between the Faculties of Law and of Letters. All papers on these subjects should be in the hands of the general secretary by May 31. (Address M. Larnauze, Secrétaire General de la Commission d'Organisation du Congrès international d'enseignement supérieur, Sorbonne, Paris.) Those who desire to take part in the proceedings must make application to M. Larnauze and remit the membership fee of ten francs.

The Congress of Secondary Education will be held from July 31 to August 6. The program includes several questions that relate to problems peculiar to France; others are of general application. Among the latter are the means of adapting secondary education to local demands, the appropriate province of men and women teachers in the instruction, respectively, of boys and girls, and international correspondence between students. The general secretary of the committee of arrangements is M. Henry Berenger, Sorbonne. The membership fee is ten francs.

The Congress of Primary Education will be held from August 2 to August 5. It will be divided into five sections, each devoted to the consideration of a special problem. Briefly outlined, the questions for the various sections are: training in domestic economy and household arts; the problem of school attendance, and especially the means of securing regular attendance; moral education; high schools, their aim, limits, and local adaptations, and means of prolonging popular education beyond the school period. Applications for membership in the congress and the fee (three francs) should be sent to the treasurer of the committee, M. Marguery, trésorier, No. 36 Boulevard Bonne-Nouvelle, Paris.—*Educational Gazette*.

THE regular monthly meeting of the Philadelphia Society of Froebel Kindergartners was held February 9. The President, Mrs. Van Kirk, was in the chair. The subject of the meeting was "The Connecting Class." A very full paper entitled, "After the Kindergarten, What next?" was read by Miss Fanny S. Law. Miss Law said: "The term 'Connecting Class' is generally applied to the work in the first or lowest primary grade by children who have had two or more years of kindergarten training. Properly speaking, there is

no work which belongs especially to that period of the child's school life, *i. e.*, no work which is to form a separate and distinct stage just there in his progress, being neither kindergarten nor primary work. An ideal education would lead on the pupil by degrees so gradual that no jar would be felt from one step to the next upward, and each difficulty conquered would give needed strength for the next problem.

A good voice trainer in forming the scale will tell you, that while there must be no careless slurring in passing from one note to the next, there must be a mental connection, so that the vibrations never cease entirely, which would interrupt and change the character of the tones, and make an imperfect and uneven scale.

So must a thread of connection run thru all the stages of our work if each phase is to be developed so that together they make the harmonious whole of a true education.

Miss M. L. Van Hagan spoke of her experience in a connecting class in the Normal School. Miss Van Hagan preferred the term "Continuous Class," as there are not two distinct periods in educational life which are connected, and thinks that this continuing work can be done only by one who has followed the children thru their educational years, and fully understands the mental attitude of each child; and while the primary teacher of today feels so keenly her need of some knowledge of what the children have used, and brings the kindergarten materials to her aid, it is with her but an external work. Instead of being an advance upon the same lines the children's former work is but repeated, or something radically new is given them which they cannot connect with past experiences.

The meeting was then thrown open for discussion, and Professor Batchellor and others spoke upon the subject. After singing "America" the meeting was adjourned until March 10.

EDITH MAY CURTIS,

February 13.

*Sec'y pro tem.*

**Meeting of the Department of Superintendence of the National Educational Association.**—A meeting of the Department of Superintendence of the National Educational Association was held at Chicago, February 27, 28, and March 1. The officers are: President, A. S. Downing, New York; first vice-president, G. R. Glenn, Georgia; second vice-president, J. A. Shawan, Ohio; secretary, C. M. Jordan, Minnesota. The headquarters of the Department were at the Auditorium Hotel. The meetings were held in the Studebaker building, adjoining the Auditorium.

The first session was at 9:30 o'clock, Tuesday morning, February 27, at which time Superintendent Andrews made the Address of Welcome, and the president of the Department responded. The only paper of that session was one by Nicholas Murray Butler, Dean of the Faculty of Philosophy of Columbia University, and editor of the *Educational Review*. His subject was "The Status of Education at the Close of the Century." Pres. Chas. W. Eliot, of Harvard, discussed this paper. The afternoon session began at 2 o'clock, and the papers for discussion were presented by Supt. Aaron Gove, of Denver, and Supt. Charles Gorton, of Yonkers, N. Y. In the evening Walter H. Page, lately editor of the *Atlantic Monthly*, delivered an address.

Wednesday the paper of the morning was that of Supt. William H. Maxwell, of New York city; and in the afternoon Professor Atwater, of Wesleyan University, presented a paper on the subject of "Alcoholic Physiology and Superintendence." At 3:30 the National Herbart Society met. The evening address was presented by Pres. E. A. Alderman, of North Carolina.

Thursday morning papers were presented by Frank H. Browne, State Superintendent of Washington, and L. D. Harvey, State Superintendent of Wisconsin. In the afternoon papers were read by John W. Cook, president of the State Normal School at De Kalb, Ill., and Supt. R. E. Denfeld, of Duluth, Minn. The evening address was delivered by Pres. Benjamin Ide Wheeler, of the University of California.

Among the superintendents who took part in the discussion were: E. H. Mark, Louisville, Ky.; C. N. Kendall, of New Haven; Frank B. Cooper, of Salt Lake City, Utah; George B. Cook, of Hot Springs, Ark.; McHenry Rhodes, of Frankfort, Ky.; L. E. Wolfe, of Kansas City, Kan.; J. M. Greenwood, of Kansas City, Mo.; Pres. Wm. J. Milne, State Normal College, Albany; John Jasper, Borough superintendent, New York city. The April number of *KINDERGARTEN MAGAZINE* will contain reports of the meeting.

ON Wednesday, December 27, the primary and kindergarten department of the Kansas State Teachers' Association convened in the Baptist church. Mrs. E. Davidson Worden, superintendent of Topeka Kindergarten Training School, very graciously presided, and opened the meeting after a few remarks by reading a paper on "The Kindergarten, and How to Bring It to the Pupils of the Rural Schools." The paper was fully discussed, and followed by a paper on "Number Work in the First and Second School Years." Prof. F. B. Abbott, of the State Normal, spoke of "Manual Training in the Primary and Kindergarten." He had with him charts and work which he used as illustrations. In the discussion Principal H. O. Caster, of Oberlin, Kan., indorsed manual training, but emphasized the danger of allowing it to become simply an amusement. Principal E. F. Stanley, of Lawrence, heartily indorsed manual training and spoke enthusiastically of results in the schools of Lawrence. Prof. J. D. Walters, of the Kansas Agricultural College, spoke of manual training as comparatively new, and stated with pardonable pride the fact that the Kansas Agricultural College was the third institution in the United States to have daily manual training for every pupil, and the first to provide daily manual training for pupils from eight to sixteen. In Professor Walter's opinion more is known as to aims, methods, and means in manual training than in any other branch, not excepting mathematics.

Professor Walters spoke of the plaster of Paris which, he says, has been used in Swiss schools for a hundred years. It is cast in lumps and cut down with sharp knives.

In the discussion that followed Mrs. Worden spoke of basket weaving from reeds, and of its success among the children of a school for colored pupils. The city board of education have shown their appreciation by appropriating one hundred dollars.

Miss Helen Ferguson was not present to read her paper on "An Ideal Primary School Curriculum," as indicated on the program.

Miss Alice Davidson, of Ottawa, read next a paper on "A Plan for Science Work in the Primary School." Her paper was thoroly discussed, after which a motion was made and carried to ask the association to so arrange that the primary and kindergarten department would not conflict with the Child Study Club.—(*Miss*) *Lulu McKee*.

**International Kindergarten Union** program of annual convention, Brooklyn, April 18, 19, and 20, 1900.

Wednesday morning—Reports of delegates. Each branch is requested to appoint one member who shall prepare a paper of not more than 200 words, giving an idea of the work done by the branch.

Wednesday afternoon—Conference on Gifts and Occupations, in charge of Miss Glidden. Question for discussion: What do you consider the Froebelian method of using the Gifts and Occupations?

Wednesday evening—Open meeting at the Academy of Music; Address by Mr. Hamilton W. Mabie. Miss Lucy Wheelock: Subject, "Old and New." Prof. E. H. Griggs has been invited to speak, and it is hoped that Mrs. Kate Douglas Riggs will read.

Thursday morning—Conference of Training Teachers at Pratt Institute in charge of Mrs. Putnam. Among the questions to be discussed at this meeting are: Free Play in the Kindergarten, and Simplicity in all the Work. At the same time a mother's meeting will be conducted in the Adelphi Institute, by Mrs. Meleney. The Brooklyn kindergarten will be open to visitors.

Thursday afternoon—Conference: The Kindergarten in the School. Among



the speakers will be Miss Laura Fisher, Dr. Jenny Merrill, Dr. Hailmann, Dr. Marcus White, of New Britain, Conn.

Thursday evening—Reception at the Pouch Mansion.

Friday morning—Regular business meeting. Remainder of the session given to short addresses from kindergartners not heard from at other times. All members desiring information regarding boarding plans, etc., will please address Miss Fanniebelle Curtis, Chairman of Local Executive Committee, Board of Education, 131 Livingston street, Brooklyn, N. Y.—*Mary D. Runyan, Cor. Sec'y I. K. U.*

THE faculty of the Normal College announces the following lectures on the kindergarten, to be given in the chapel of the Normal College, Sixty-eighth street and Park avenue, New York, on Fridays in January, February, and March, 1900, at 4 p. m. Dr. Jennie B. Merrill, supervisor of kindergartens, will preside at these meetings. January 26, The Educational Value of Play, Dr. Thomas Hunter, president Normal College; February 2, Kindergarten Material Traditional and Otherwise, Miss Caroline T. Haven, president International Kindergarten Union; February 9, The Imagination as an Element in Kindergarten Training, Miss Jennie Hunter, principal Kindergarten Training School; February 16, The Kindergarten as a Point of View, Miss Geraldine O'Grady, Teachers' College; March 2, What the Home Can Learn from the Kindergarten, Mrs. C. E. Meleney, chairman of Mothers' Committee of I. K. U.; March 2, What the Kindergarten Can Learn from the Home, Miss Fanniebelle Curtis, supervisor of kindergartens, Brooklyn; March 9, Habit, Dr. John F. Reigart, superintendent ethical culture schools; March 16, The Kindergarten and the School, Miss Ada Van Stone Harris, supervisor of kindergartens, Newark; March 23, The Esthetic Education of the Kindergarten Child, Dr. James P. Haney, supervisor of drawing and manual training; April 20, Charles Dickens and the Kindergarten, Supt. James L. Hughes, Toronto, Canada. Teachers and mothers, as well as kindergartners of all public and private schools, are invited to attend. Delegates to the International Kindergarten Union will be cordially welcomed on April 20.

THE January meeting of the St. Louis Froebel Society was addressed by W. H. Denton, of Wellesley, Mass., who spoke about butterflies, of which he had a large and beautiful collection to illustrate his remarks. India, China, South America, Honduras, Africa, and America were all represented. The Mothers' Class, which is now such an important part of the work of the St. Louis Froebel Society, and which has held its session at the Crow kindergarten for three years, wishes to perpetuate the work by organizing a Mothers' Club which shall be open to all mothers of St. Louis. Subjects of interest and value to mothers in the training of children will be informally discussed. A cordial invitation is extended to all interested in practical education, to attend the meetings held by this club at the Crow Kindergarten. Mrs. Wilbur B. Allen is the chairman, and will be glad to add new names to the list. We gladly receive the names of many of our primary teachers for associate membership in our Froebel Society.—*Sallie A. Shawk, Cor. Sec'y St. Louis Froebel Society.*

THE regular monthly meeting of the Chicago Kindergarten Club was held on Saturday, February 10. "Instinct and Impulse" was the subject for discussion, and it was most ably handled by Dr. Amy Tanner, the leader of the group, and the other members having the program for the day in charge. A letter of sympathy relative to the death of Frau Froebel was sent to Fraulein Heerwart. The club voted to aid the vacation schools of the city as much as the treasury would allow, and the members were also asked to aid as much as possible privately.—*Lizzie Whitcombe, Cor. Sec'y.*

DUE credit not having been given to the *New York Teachers' Magazine* for the poem, "Saying Grace," which appeared originally in their December number and was given place in the pages of our February copy, we take this occasion to call attention to the unintentional omission of their name.







ST. CHRISTOPHER.

Courtesy SILVER, BURDETT & Co.

# KINDERGARTEN MAGAZINE

*Vol. XII.—APRIL, 1900.—No. 8.*

NEW SERIES.

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## THE EDITOR'S CHRISTMAS IN ITALY.

AMALIE HOFER.

*On deck S. S. Augusta Victoria.*

**A**MONG the 250 cabin passengers there are listed a dozen children, the majority of whom defy the plunging, rolling sea and the saturating salty mist. A dark-eyed, pale-faced six-year-old has kept her dignity and refrained from joining the others in their romping until today. Slipping out of her steamer blankets and wraps she enters the chase, and as she passes flashes a glance of glad recklessness at me. The aunt in charge suddenly appears on deck and dashes after Miss Browneyes. In the presence of the other children she is seized and held fast, while the following sentences are fairly blazed at her: "How often must I tell you that you cannot run or play! You know you are not like other children, and never will be. You are not to pay any attention to them, do you hear?" With this the little one is again packed into her blankets, but any connoisseur of children can easily read the triumphal content in her demure face. Later in the day I passed her chair, and once more from under her hood she recalls the scamper by a rollicking look.

There were two young men on board who had won the hearts of all before we were barely out of harbor, and who have kept our hearts for eleven days, and some of them for always, the one a sailor-suited boy of six; the other a four-year-old in a Rough-rider costume, which matched the bewitching fearlessness with which he climbed to the forbidden third rail of the ship's boundary line. The parents of these two boys were equally good to behold as they played, or told stories, or made pictures, or sang songs, or

answered questions *ad infinitum*, all in relaxed and easy *camaraderie* with the boys. Here is a question for profound kindergartners to answer: "Did these brimming (not boisterous) boys develop the charming temperament of the parents or vice versa?"

A French widower returning to his native country with four children reversed the above happy story. The eldest little girl of eleven nursed and cared for the seasick youngest, which for eleven days cried or sulked or suffered. The resigned patience of the "little mother" was only equaled by the seeming indifference of the father, who, no doubt, was well-meaning at heart, and who paid the passage, but who had no resources of a childish nature. Every traveler should carry with him a small but permanent equipment of Child-play in order to be neighborly, if not parental, with those of his fellow-passengers who have not yet learned to live by scenery alone, and who crave the touch of a human hand if only to the extent of a wiggle of the baby finger. Certain youngsters in Chicago had tucked a menagerie of home-made "goblins" into my traveling bag, and these inky monsters were eagerly clasped to the bosom of the seasick baby, and for all I know the memory of them is still there.

Christmas Day on far-famed Capri was moist and chill, as the atmosphere is wont to be on shipboard, and indeed the little island is like a great vessel fast-anchored in the Mediterranean. Monte Solaro is the mainmast, and the trails and highways are the promenade deck, from which one may look down into the modulated blues of the sea, forever embroidered with snowy surf, or off toward the graceful coast lines of Naples, Sorrento, and Salerno. Every sunset is a cathedral service on Capri, and amethyst seas and purple skies are daily realities. All other afterglows will only serve as reminders of those greater glories witnessed by a certain group of sun-worshippers during the Christmas holiday of 1899. Flags of different nations were unfurled from villa and hotel to announce the *festa*, and from one high tower floated the German coat of arms, telling all Capri that the German Bismarck painter Allers was celebrating with the rest.

The fisher children of Capri were to have a Christmas-tree on Sunday afternoon, and the invitation being hospitably extended to us, even *bella Napoli* herself could not hold us. Taking the steamer Siren early Saturday morning we sailed along the Vesuvian mainland for three hours, touching picturesque ports here



and there, and reached the Capri *Marina* in time for dinner. Sunday forenoon we attended the dedication service of the new Evangelical German Chapel, and joined in Luther's grand choral, "*Ein feste Burg ist unser Gott.*" The decorations of orange boughs and bamboo, with bouquets of Narcissus fresh from the gardens, answered the purposes of holly and evergreen, but did not prevent our thinking of snow-scenes, glowing fires, and stockings hung in a row.

Soon after dinner we took one of the miniature carriages, selecting the pony with the gayest "feather in his crown." The latter embellishment is universal in Italy, and is to blame for our old rhyme which dubs a certain Yankee-doodle, "Macaroni." (By the way, we have learned to relish said macaroni and to master the continuity of the *modus operandi*.) Driving down the hillside we soon discovered the Stars and Stripes floating from a white towered villa, and saw the straggling procession of *bambino* in their Sunday clothes climbing up the various paths which led to the *Taricella* where the American ladies lived, and where Santa Claus was stopping during his short stay in Capri. A warm welcome awaited us in the cozy parlor, where we were introduced to the blooming wife and children of the *Mareschal*, or military head of Capri; also to the children of the leading lawyer, and several other guests of distinction. And now there is a clatter of feet on the gravel pavement, the gate has been opened, the candles are lighted, and eighty Italian urchins with their grandparents and older sisters troop in, looking not unlike the company that finds its way into kindergartens of certain other Italian neighborhoods we have seen across the Atlantic. Yes, we felt at home among those wild-eyed, contemplative countenances, and understood the quiet which prevailed for the first few minutes after the wonder tree and its glories shone upon them. It was a splendid pine, reaching from floor to ceiling, especially cut for the occasion by the leading florist of Naples, who was only persuaded into such extravagance by a round sum. The usual tree in the markets is hand made, the branches being tied to a center pole in undisguised regularity.

Such hearty greetings as were exchanged between the ladies of the villa and the children and their escorts! The genuine goodwill on all sides told of neighborhood rather than philanthropy, and we discovered that frank lovableness of which our friends

had assured us there was so much to be found among the natives of Capri.

And now Senorina Ada called each child by name and gave of the fruits of the tree—three and four different kinds to each child. There were balls and German playthings, a doll for each girl baby, and boxes of colored glass beads and bright mandarins and little baskets of goodies. The distribution lasted over an hour, while the older people sipped wine of their native terraces and smiled and helped to hold the treasures. All this took place in the dining-room which opened to the court and garden. In the middle of the room hung a cluster of superb oranges, four on a single slender stem with the rich green leaves, fresh cut from the garden, and brought as a greeting by one of the most favored families. A most attractive oil painting was also sent in as a Christmas gift by the family shoemaker. "How does the shoemaker come by such a picture? Is he an artist?" "Oh, no; some time ago a painter had a room with him and being unable to pay for it in money presented this picture. The cobbler has brought it to us as one of the choicest of gifts." Others brought bouquets of alyssum, roses, and yellow narcissus.

A chubby four-year-old, fairly bursting out of her assorted costume, threw a kiss from across the room, where she stood as beautiful as winsome, with tumbled curls and brimming eyes quite submerged by her admirers. She reaches out her arms to be taken, and is taken, for which favor she promptly pays a frank and unaffected kiss. Again she throws kisses to the candles in the tree, and approving smiles fairly shower down upon her from all sides. This is Virgile, whose unconcerned amiability is one of the picturesque features of the Marina, in the opinion at least of the burden-bowed old fisherwives of Capri. Several happy weeks were spent in viewing the ever-varying scenes from the ramparts of Capri, and one sunny Monday noon we took boat for Sorrento. As we went down the *Granda Marina* to the vessel our friends pointed to the upper balcony of one of the high stone houses, and there was Virgile, laughing thru the railing. Our last glimpse of the island showed our friends on the roof where the Stars and Stripes were reaching toward the sea, and below the child, tossing an airy kiss as *bon voyage*.

As we reached Naples via Pompeii on our return, a full-blown rainbow rested over Mount Vesuvius, while snow and rain fell

alternately. Upon our arrival we were greeted with hearty hospitality by Frau Adela von Portugall, who had just returned from Rome, where she had been superintending the exhibit of kindergarten work which her foster-country was to send to the great Paris Exposition. You would never guess that she is seventy-one years old, so cheery in her native gentility, and so quickened in her loving services is this Froebel disciple. For fourteen years she has conducted the training work, and has supplemented this with written and spoken word wherever the rare opportunity has been secured in heedless Naples. The cozy half-hour chats which occupied us when she was otherwise at liberty always revealed a spontaneous, whole-hearted affection for her work which might have been expected of a woman of forty. She is cosmopolitan, having conducted the work in England, in Switzerland, and in Italy, while being a native German.

As it was the week of the king's birthday, the schools were closed and we had no choice but to go to the Instituto Froebeliano in a pouring rain. The great school building is in the heart of the old city, near the museum, and approached by very narrow streets which rise by flights of stone steps. The sullen, depressing day made the environs even more unsavory than usual, and we were happy to be ushered into a great green court by way of entrance to the school. The different classrooms open off from the court and the doors were all open, so that we needed but to walk along the vast corridor and take our choice. The children of all classes come here; but the different ones are kept apart, there being the "paid" kindergartens and the free classes for the very poor. The boys thruout the classes wore blue aprons and the girls pink. These being furnished by the school betoken a certain democracy, which is none too profuse in the land of Garibaldi. The babies were in one room, the older children in another, all palatial and bare and chill; but rosy cheeks and a happy play-spirit predominated. The materials were unpretentious. Instead of polished tables with squared surfaces there were crude pine tables and cardboard squared with a leadpencil. Designs were being made by older children with crude tablets of the national colors, red, white, and green, while at another table white buttons were used for the same purpose. A beautiful series of ball plays was enjoyed by twenty older children, in which they kept the rhythm of the songs with graceful movements of the

body. They played in pairs and swayed as the ball was tossed right and left to be alternately caught by the partner; again the entire circle moved deftly one step to the right and another to the left, tossing the balls each time as they returned to position. At a signal the whole group disappeared thru the door and we soon saw them having a jolly run and romp the full length of the great corridor, accompanied by the well-poised Italian kindergartner. Wherever Frau von Portugall entered the children rose in response to her informal greeting: "*Buono giorno bambino.*" As we passed out again all said in the most spontaneous way: "*A rivederchi, Signora.*" I have yet to meet with an Italian child who does not promptly respond to the smile of the passing kindergartner.

A forenoon of solid satisfaction was spent in the "Naples Boarding School for the Education of Young Ladies on Evangelical Principles." The new building is a palace indeed, with splendid gardens and view of the Bay of Naples and Monte San Angelo to the south. But it was not always so housed, as Fräulein Gertrude Bech, the presiding genius and *Direttrice* so well remembers, for its history is parallel with the movement which secured religious freedom to Naples. Young women of the best Italian families, also English residents and other foreigners, are given here a classical education which is at the same time diffused with moral training. The management of the school is avowedly Evangelical, but all denominations are received. Class work is regularly conducted in thoro English, French, Italian and German. It was charming indeed to hear a class of Italian girls recite their history lesson in German, and equally interesting to hear the babies of several nationalities learning their numbers in French. There is no kindergarten connected with the institution, but there is a "kinderstube," as Fraulein Bech prefers to call it. There are young children, but all have regular lessons and join for movement plays and songs in the large hall. Here we found them, free and natural, singing Christmas songs. A beautiful Neapolitan child of four years has been received as the permanent protégé of the *Direttrice*, and was asked to sing the German "Heilige Nacht." She came up close to us and sang verse after verse with such childish sweetness that every heart was filled with Christmas piety. All joined in "O, du Frohliche," and several Italian songs. It was a half hour of rarest "peace on earth." Fraulein



Bech is the soul and head of the institution, hearty, wholesome, all-embracing in her sympathetic understanding of young girlhood and womanhood—and such beautiful girls as were to be counted in those classes—the flower, in many cases, of cultured Neapolitan families. There was a thrifty home-making atmosphere in the living rooms and we were strongly reminded of a certain household in far Chicago where sisters of another clime pursue the same social science. Toward noon we were sitting in a cozy classroom, all deeply interested in the German literature class when the family cat suddenly appeared outside the window. Some one stepped across the room, opened the window and let him in. The lesson went right on, uninterrupted by so homely an incident, and the well-behaved cat curled himself into the lap of the *Direttrice*. As was once exclaimed by a distinguished visitor to Pestalozzi: “My good man, this is not a school, but a family.”

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### TEARS.

WHEN I consider life and its few years—  
 A wisp of fog betwixt us and the sun;  
 A call to battle, and the battle done  
 Ere the last echo dies within our ears;  
 A rose choked in the grass; an hour of fears;  
 The guests that past a dark'ning shore do beat;  
 The burst of music down an unlistening street—  
 I wonder at the idleness of tears.  
 Ye old, old dead, and ye of yesternight,  
 Chieftains and bards and keepers of the sheep,  
 By every cup of sorrow that you had,  
 Loose me from tears, and make me see aright  
 How each hath back what once he stayed to weep,  
 Homer his sight, David his little lad!

—*Lizette Woodworth Reese, Scribner for November.*

## THE KINDERGARTEN MOVEMENT IN INDIANAPOLIS.

ALICE WINIFRED DRESSER.

THE heart of a little child! What wondrous mysteries lie hidden there! Pure and unspotted at first, with unknown possibilities for good or ill! With evil rampant in the world, all the forces for good which can be mustered must join their strength and work ceaselessly, sleeplessly, for the possession of the young life. Then it may grow and blossom into the full measure of its capacity. As quick to respond to a passing influence as the sensitive plant, the child heart expands or contracts as the influence felt is gentle or cruel; but all the time it absorbs—absorbs.

Oh the terrible power which teachers exert! The thought fills one with awe and with wonder at the daring which undertakes so stupendous a task as that of training for God's kingdom these most precious of his jewels. Surely there can be no nobler work than the uplifting and beautifying of immortal lives. The kindergartner differs from the old-time pedagogue of whom the books tell in this respect, if no other—she has been trained to appreciate the deep significance, the underlying philosophy of the slightest act in the child's life, and in her life as it approaches that of the child. And she knows that all the little influences help in the great task of character building, which is her prerogative primarily.

The influence which has gone forth, and is daily going forth from the Indianapolis free kindergartens, is too widespread to be measured. On the visible, material side are the numerous kindergartens, eighteen at the present writing, with their thousands of little children gathering daily from homes of poverty and ignorance. The clean, attractive buildings, with here and there a flower, pet kitten, gold-fish or canary, bring unwonted glimpses of refinement and kindness into many a young life which would otherwise know only the rough playground of the streets. The work as conducted in Indianapolis is unique in many particulars. The free kindergartens are not a part of the public

school system. They are under the control of a Children's Aid Society, which is incorporated under the laws of the state of Indiana, and which numbers among its members many influential citizens. The task of raising the sums of money yearly needed to carry out the aims of the society falls largely upon the members of the executive board. Most of the leaders of the various sections into which the society is divided are members of the executive board, and each leader is personally responsible for collecting the yearly dues, and for planning and executing some form of entertainment whereby the sum pledged by her section shall be raised. This year two of the largest sections united in the giving of a charity ball on New Year's night, and succeeded in raising \$1,100. Many business firms and individuals give yearly donations. The county allows an annual sum toward the maintenance of the free kindergartens, and the monthly teas by the different sections help to swell the revenues of the society. It was hoped that the city council would help on the cause by an appropriation from the city treasury this year. It is by patient, untiring effort, gathering here a little and there a little, that it becomes possible to carry on the good work. The amount of time and energy which the ladies devote to this, their chosen charity, is but faintly to be understood by those who are not in the work; but every dollar thus laboriously gathered is seed for a rich harvest. The president of the society is Mrs. J. H. Holliday, the superintendent is Mrs. Eliza A. Blaker, and the supervisor is Mrs. Laura Barney Nash.

Kindergarten work supposedly begins when children are three years of age, but the doors of the Indianapolis free kindergartens are open to admit much younger toddlers. Subkindergarten, or nursery work, is arranged for them, and a glance of a morning into the kitchen of any of the kindergarten buildings would very likely reveal the good-natured janitress, or the dignified director, amusing from one to half a dozen infants of very tender age. Memory recalls little Delia, who learned to walk and talk in the kindergarten, and who, whenever a new class of pupil-teachers entered the training school, would lapse into a state of helpless babyhood to the bewilderment of the young teachers and her own evident amusement. The kindergartens are essentially the children's gardens, so if the plantlets are brought at ever so tender a

stage of development they are permitted a chance to grow within the fostering walls.

Many times the parents are too poor or too thriftless to provide proper clothing for the children. In such cases it is provided at the kindergartens, that the little people may not suffer from insufficient raiment, or be shamed in the eyes of their companions. Great care is exercised to avoid pauperizing them. Where the district visitors have discovered that the clothing will not be properly appreciated and cared for by the parents it is only loaned to the child for his use while in kindergarten, and is left behind when the time comes for him to return to his home.

The kindergarten work in Indianapolis has branched out in many directions not often undertaken under one management. The first building occupied and owned by the society is on West Pearl street, which at the time of the opening of the kindergarten was a wretched, unpaved alley belying its name. It is in a region of mills, packing houses, and car tracks, with canal and river bottoms forming attractive rendezvous for the roughest elements of civic life. Sin and vice were rampant in the neighborhood and murder was not unknown. For seventeen years the free kindergarten has been shedding its constant light upon the surrounding darkness, and the neighborhood has greatly changed for the better. Kindergarten No. One, or the Arabella C. Peele Kindergarten, as it is called in honor of the first president of the society, has a large central assembly room, with several smaller adjoining classrooms, and a kitchen on the first floor, and with parlor, bedroom, sewing-room, dining-room, and kitchen on the second floor for the use of the Saturday Domestic Training School.

Kindergarten No. Two is in the east part of the town, not far from the Atlas Engine Works, and the children there are mostly of American parentage. It has a playground at the rear, and altho smaller than some of the other buildings, it often accommodates from eighty to a hundred children.

Kindergarten No. Three is best known as The Mary Turner Cooper Kindergarten for Colored Children. It is near the City Hospital, in a district occupied by the poorest of the colored population, and is one of the most interesting kindergartens from a psychological standpoint. It is lodged in the finest building owned by the society. The ground was donated by an enthusiastic friend of the kindergarten cause, and the building, which



was planned according to Mrs. Blaker's ideas, is ideal for its purpose. Crossing the narrow veranda which spans the front the visitor enters a small hallway, with a flight of stairs leading to the upper floor. The door facing the entrance opens upon the assembly room, which is forty feet square, with hardwood floor and ceiling. The walls are of rough plaster, tinted a warm gray, and adorned with pictures of the Christ, the Madonna, Froebel, Deer and Fawn, Longfellow, and many others dear to the art world, and to the hearts of little children. On two sides of the room, long windows admit the sunlight and air of the outer world. At the two ends are doors opening into numerous classrooms and the kitchen. A piano in one corner, an open fireplace, and growing plants help to give a feeling of homeliness to the room, and the long, low tables and little red chairs bring visions of the merry, dark-hued faces and soft, rich voices whose owners find happiness within these walls thru many a joyous morning. On the second floor is a small hallway, with the superintendent's office on one side, and the sloyd room (used during the week as the Normal teachers' classroom) on the other. The door facing the stairway gives entrance into a room forty feet wide and about twenty feet long, which was designed as a crèche, but when the building became the headquarters of the Normal Training School it was found necessary to dispense with the crèche. During the week it is used as a recitation room for the Normal Training School, and on Saturday morning for the sewing classes of the Colored Domestic Training School. Behind the sewing-room is a hall which leads to a stairway at the rear, with three good sized rooms on either side. They are the bedrooms, dining-rooms, and kitchens used by the boys' and girls' classes of the Domestic Training School.

Kindergarten No. Four is in a region of breweries and manufacturing. It occupies a rented building, and is a flourishing kindergarten. The parents of No. Five district are mostly peddlers, small shopkeepers and day laborers. Kindergarten No. Six is on the south side, occupying the mission house belonging to one of the wealthy up-town churches, which has assumed all the expense connected with its maintenance. The parents in this district are mostly employed as unskilled laborers, or at the stock yards. There is a noticeable difference in the nationalities predominating in the various districts. One district is almost en-

tirely Irish, another German, another Italian, still another American. Some show a mixture of nationalities. The Germans are the most thrifty, owning their homes in some cases. The Americans come next, and their children are the brightest. The Irish are spendthrifts, as a general rule, but they have beautiful children. A glimpse at the kindergarten and Domestic Training School in their district reveals as pretty children and young girls as one would wish to see.

There are three district kindergartens in the Deaf and Dumb Institution. Especial programs are prepared for them, and the pupil teachers detailed for duty there have the advantage of especial training in a line of work the demand for which is constantly on the increase. There is a kindergarten in the Children's Hospital whose program is so prepared as to include all of the young invalids who are able to attend, whatever may be their age. Any children who may happen to be in the Home of the Friendless, across the street, have the privilege of attending the kindergarten at the Children's Hospital. The kindergarten at the Orphan Asylum must needs have its especial program adapted to its peculiar needs, and so with those at the settlement houses, and at the building belonging to the Board of Children's Guardians. All of these kindergartens are supported by the institutions in which they are conducted, but are under the direction of the superintendent of the Indianapolis free kindergartens, and the pupil teachers are from its Normal Training School.

For several summers kindergartens have been conducted in some of the buildings with such success that the society hopes to continue and extend the good work if the funds in the treasury will permit. The pro rata expense of the Indianapolis free kindergartens is less than in any other kindergarten system in America, if not in the world.

For a while there was a kindergarten in the Institution for the Blind, and beautiful work has been done there, especially in weaving and sewing, in which the skillful little fingers were their own guides, but at present there are no children in the institution of suitable age for the work.

It has been the steadfast aim of the society to help the children in all their varying interests of life, and as a natural aid to this end it has established the domestic training schools, which meet on Saturday mornings in the various kindergarten buildings.

Those most nearly ideal, because possessing the best facilities with which to work, are at Pearl street—The Colored School, and No. Six, or Mayer Mission. Let us visit together the one in the colored school.

At half after nine of a Saturday morning we enter the large assembly room already described in this article. From 150 to 200 children are standing with their toes on the three concentric circles. The older boys and girls, from ten to sixteen years of age, form the outer, with the younger children on the two inner circles. Soft music from the piano stills all into a properly devotional mood for the prayer with which the school opens. Then follow one or two devotional songs. Colored children surpass the white in their natural music ability. The story, with its moral too evident to need pointed enforcing, is told by one of the kindergartners, and next comes the flag salute. Then another kindergartner relates some little incident which warms all hearts into a feeling of kinship for the lower animals; there is a brief talk on politeness; a doortender is chosen from among the half dozen volunteers and the classes are called and march away to their classrooms. Everywhere law and order is silently enforced. The door by which the children enter is closed and locked at half after nine o'clock, and those who dally on the way can only gaze longingly thru the windows, and learn to appreciate the principle that what is worth having is worth coming for on time. The necessity for such training is painfully evident at all public gatherings, even where these are for children of a larger growth.

The domestic training schools are for the older children, but many of the kindergarten babies come too, from an evident inability to stay away from the beloved spot whenever the doors will open to admit them. All branches of domestic science are taught and practically applied. The classes in sewing begin with the running of a straight seam, turning a hem, and sewing on of buttons, which are learned by the boys and girls of from seven to nine. Before the course in sewing is completed the older pupils learn to cut and make aprons, skirts, and dresses. They are not permitted to take home their work, but are encouraged to come for the love of learning, and not for material reward. So the frocks and aprons are added to the kindergarten supply stock, and the workers have the satisfaction of feeling that they are helping provide for the free kindergartens which many of them

attended when they were younger. The spirit of giving is constantly inculcated thruout the work of the Indianapolis free kindergartens. Even the poorest children learn the joy of making some sacrifice for others. One of the kindergarten tots, whose home was a dismal attic chamber, and who had scarcely garments enough to cover his nakedness, gave a piece of fruit from his share of the kindergarten thanksgiving feast to send to the children in the Orphan Asylum, "who have no mothers and no homes." There are also classes in millinery, where the children may bring their own material and learn to trim becoming hats, instead of wasting their money on untasteful green or purple productions from some cheap store. If any pupil in the building is observed to have a button missing or a torn garment he or she is sent to the sewing class and there is taught how to sew on the button or mend the rent before proceeding with the regular morning's work.

In the bedroom classes is taught the care of the room for its daily, weekly, and semiannual cleaning, and the care of mattress, bedstead, and linen. Real beds and real brooms are in use. As soon as the theory is received comes the opportunity to put it into practice. In the dining-room is taught all the care of the room; the setting, clearing, and serving of the table, and the proper preservation of china, silverware, and table linen. Usually four of the pupils take seats at the table, and the chosen waiter of the day serves "father," "mother," "child," and "guest," while the teacher and the other members of the class stand by, ready with their criticisms. But on several occasions during the year real meals are served to real guests, who are usually citizens interested in the free kindergarten cause; then the young waiter feels to the full the day's responsibility, as well as the honor which having been chosen implies.

The cooking classes are the favorites *par excellence*, but only a limited number of pupils can be accommodated; so they are selected from those who have been longest in regular attendance in the Domestic Training School. All the care of the kitchen—the washing of dishes and scouring of kettles, scrubbing of floors and polishing of stoves—is taught, as well as the more entertaining work connected with the actual cooking. Each kitchen contains charts illustrating the different parts of beef, mutton, and pork. The pupils are taught to recognize the different cuts, and



are sent to market to purchase for the morning's cooking. They learn the use of the different measures. At each lesson the recipes for the day are placed on the blackboards with which each kitchen is provided, and are copied by the pupils into blank books for future reference. Ordinarily only two or three dishes are prepared during the lesson, and the food when cooked is put aside for use in the next week's lunches in the kindergarten, or, if of a perishable nature, is sent to some one who is ill in the neighborhood. The young cooks are only permitted to taste, for thru all of the work in the domestic training schools any suggestion of working for a reward is carefully avoided. When a luncheon is to be served to guests the pupils in the cooking class prepare the complete bill of fare.

The sloyd classes do elaborate work in wood carving before the course is completed. The elementary sloyd work begins with clay, sand, drawing, and free cutting, and the boys are from twelve to fourteen years old before they are given the wood and knives. Then they learn to whittle a round stick, next a stick with square corners; to join edges; make boxes; make small models of furniture; and, finally, to carve elaborate original designs on the flat.

The laundry class occupies the kindergarten kitchen for its scene of labor. Here are boilers and washtubs, wringers and clothes-baskets, ironing-boards and flatirons, and the youthful laundresses bend over washboards, and scrub vigorously on the little garments which have been loaned to the kindergarten children during the preceding week.

The cellar class has its share of practical work, especially at the colored school, where are kept the supplies for all of the free kindergartens, including donations of clothing, shoes, and toys, which come much mixed and must be sorted.

The younger children duplicate in miniature the work of the practical classes, with as much actual making of beds, sweeping of floors, and cleaning of windows as is possible for their age and strength.

"What a fine training for servants!" I seem to hear some one exclaim. The aim is not to train servants (altho incidentally that result is often accomplished), but to educate the fathers and mothers of the next generation, that they may have better homes,

and so help themselves and their children to a better state of health, manners, and morals.

But the work of the Indianapolis free kindergartens does not stop even with the domestic training schools. There are book and science clubs, nursery maids' classes (where some of the older girls are trained to care for and amuse little children); occasional afternoon parties; evening entertainments in the kindergarten buildings for young and old; mothers' instruction classes, which meet every fortnight in each district for the study of Froebel's Mother-Play Book, and occasional mass instruction classes, which the superintendent conducts, and which are in the nature of a review of the work done in the district classes; mothers' meetings, held every month in each district, and tri-annual mass mothers' meetings, presided over by the superintendent.

Somewhat over two years ago one of the workers in the kindergarten cause became deeply impressed with the need of some place where the boys and girls who were growing into young manhood and young womanhood might gather for an occasional social evening. Coming, as most of them did, from crowded, uncomfortable tenements, their only place for social intercourse was the street, with its manifold roughness and temptations. She secured the use of the Pearl Street Free Kindergarten building and organized a girls' club, and later a boys' club, which for awhile met on different evenings. The girls had cooking lessons similar to those given in the Domestic Training School, and the boys had a debating society. They had their own officers, and the organizer was treated as an honored guest. Finally it was decided to have the clubs combine and meet on the same evening, and all that winter a happy circle gathered once every week for an evening spent in games, riddle-guessing, and dancing. The club was called "The Order of St. Elizabeth"; its aim, unselfish interest in the happiness of others, and its badge a silver pin in the shape of a four-leaf clover. Many an up-town social gathering might feel shamed by the superior good breeding of these young people, who owed their knowledge of manners, as they themselves have said, to the refining influence of the years spent in the free kindergartens. Later that same year another club was organized in the colored school, and now each district has one.

The director of each free kindergarten is required to make fifty visits in her district every month, and she usually far ex-

ceeds the requirements. It is in these regular visits into the home that the director best learns to understand her little pupil. She sees his home environment, discovers whether certain traits in his character are inherited or acquired, and gains the sympathetic coöperation of the mother. She has many opportunities during these friendly visits to drop hints on character building, which bear fruit in the child's later development. Each year on Froebel's birthday every child in the Indianapolis free kindergartens is given a package of flower seeds to carry home and plant in his own little garden. When the director visits his home she inquires about the garden, asks to see it, and thus arouses the interest and pride of the parents. The contrast of the part of the yard where the kindergarten child has his garden to the other part littered with rubbish, often results in a general cleaning up, and one more refining element reaches the home thru the agency of the free kindergartens. No matter how small the yard around the kindergarten buildings, a wee space is apportioned to each child. The little owner cares for it every day, and before the summer vacation begins usually has the proud satisfaction of carrying home a bunch of radishes, a head of lettuce, or a handful of peas.

True to its aim of being the friend of all little children, and, by enlarging their opportunities for normal, healthful development, helping them grow into fit citizens for this world and the world to come, the Indianapolis Free Kindergarten Society has held out a helping hand in all directions. The first kindergartens were naturally placed in the districts which seemed the most needy, but as the funds of the treasury would permit, assistance has also been extended to districts which could partly support their own kindergartens. In all of the districts the parents have been encouraged to attempt a slight payment for the tuition of their children, and to help toward the occasional evening entertainments. While in many districts the monthly sum total is only a few dollars, the pennies individually given attest the appreciation felt for the kindergartens by the families which they are benefiting. Pupil teachers are detailed to the various private kindergartens of the city, whose directors pay a yearly sum into the treasury for their services.

Some years ago the question arose whether a certain district should have a free kindergarten when many of the parents ther-

owned their own homes. The superintendent felt that their industry deserved encouragement, and instituted a house to house visitation, which proved conclusively that the men in that district received proportionately lower wages than those in one of the districts which was considered most needy, but being mostly thrifty Germans they had been saving, and were paying for little homes. There was no further suggestion of abandoning that kindergarten.

The two years' course in the Normal Training School required for the granting of a kindergarten and primary diploma, includes instruction in the theory and practice of Froebel's system of kindergarten gifts and occupations; psychology and philosophy; pedagogics and the history of education; studies in English; vocal music; physical culture; voice culture and the Delsarte system of expression; drawing and painting; botany; manual work, including color, clay modeling, sand and pasteboard work, paper-folding, paper-cutting and mounting, weaving, sewing, etc.; and training in the application of Froebel's principles of education in teaching primary grades. Lectures on especial subjects of general culture are also given. Each student in the training school is required to practice under a critic in some of the free kindergartens.

The course in domestic training, including the theory and practice of teaching in a domestic training school, is required thruout the entire course.

The advanced work for normal training teachers occupies another year, during which the student teaches under a critic in the Normal Training School, and has experience as director of one of the free kindergartens and as a district visitor, besides taking advanced courses in psychology, pedagogy, Mother Play, and other branches.

It seems to one who has felt its influence, that the Indianapolis Free Kindergarten Society does as much for the young kindergartners in training as it does for the little children. They enter the doors of the Normal Training School oftentimes with crude, unformed ideas of the meaning of life. But at once the kindly, soul-sisterly atmosphere takes possession of the timidest, the most self-absorbed. The spirit of sympathy and appreciation in all and for all radiates from the training teacher's very presence; and as the months advance the pupil-teachers find their



natures expanding, not only under the direct teaching of psychology, philosophy, Mother Play, and the rest, but under the more subtle teaching of the spirit of kindliness and interest which sees the possibilities in each individual nature, and would assist it to attain the highest. Hundreds of graduates have gone forth from the Training School since its foundation, and it is safe to say that not one has missed feeling the influence of the deeply sincere, Christian faith, the power to do and be, and the enthusiastic devotion to her noble calling which so strongly marks the training teacher. How many times have the students been roused from embarrassed shrinking under the weight of fancied incapacities by the gentle but firm "Do it? Why, of course you can do it. You have it to do." And they "do it" every time, and find they can, be the task to tell a story at the Saturday Domestic Training School to two hundred or more children, with critic teacher, classmates, and visitors as audience, or to raise an unaccustomed voice in song at one of the tri-annual mass mothers' meetings. Undreamed of powers are discovered, and strength comes where they suppose themselves weakest, because once a task has been assigned they "have it to do." Mrs. Blaker has spent her life in the cause of uplifting humanity, and the seventeen years of her work in Indianapolis has brought a noble harvest. Forth from under her training every year go scores of young women, with a quickened sense of the powers which lie within them, with a thoro training in the profession of their choice, and with a love for all young things, children, birds, and plants. They scatter in all directions; some to homes by the distant Pacific, or on the prairies of the middle country or the seaports of the East; some to rear families of their own, and others to continue in public or private kindergarten work the practice of the principles learned while in the training school; but all to touch in one way or another the lives of myriads of little children, and so to increase in radiating circles the influence of the life which has been the keystone of the work accomplished by the Indianapolis free kindergartens.

"To climb oneself, and influence other lives,  
Upon the course which ever upward strives,—  
This is the heights attaining;  
For influence, so subtle in itself,  
Has greater worth than any hoarded wealth,  
New strength it's ever gaining."

FOUR MONTHS OF PROGRESS IN KINDERGARTEN  
WORK AS REPORTED FROM WASHINGTON,  
LINCOLN, BOSTON, BALTIMORE, HILO,  
DULUTH AND BERLIN MILLS, N. H.

WASHINGTON, D. C.

**D**URING the month of January, 1900, I found myself in the midst of the social whirl at the National capital, but with a heart full of the kindergarten spirit I determined to spend my mornings in the kindergartens, for the purpose of finding out all I could as to their growth during the past four months, and also as to the interest shown in the principles that I have long felt would solve all of the vital questions of the day, so soon as they could be absorbed by those who are growing into manhood and womanhood, and will in years to come occupy the places of trust and responsibility.

Thru the earnest and untiring efforts of the disciples of Froebel Congress was induced to make an appropriation in 1898 to test the New Education in the public schools. Six kindergartens were opened and proved so satisfactory that ten more were added last September with an appropriation of \$15,000. This included the colored children as well as the whites, and there are now eight kindergartens for black children and the same number for the white ones. Children five years old are now able to enjoy the benefit of the best foundation for public school work ever given to childhood. Of course this has not all been accomplished in a day, but it has taken years of earnest, faithful and self-sacrificing work to reach so bright an outlook. The first kindergarten was opened in Washington in 1870. In 1871 Mrs. Louise Pollock started a class, and for nearly thirty years has continued her work for humanity. A few years later Mrs. Mann, Mrs. Hearst and Miss Sara Lippincott have joined with hosts of others in spreading the Froebellian thought of education, so that Washington as it stands today, with its thirty odd private kindergartens working hand in hand with the public school, is one of the best equipped cities in America for giving a fair test to our pet scheme.

One morning I stepped upon a car bound for Sunderland place, and after spending a portion of my time with Mrs. Mann I

started for Mrs. Hearst's colored kindergarten on K street. As I went along (altho I knew the way) I inquired of every colored man, woman, and child I met where I would find that especial kindergarten, but not one of them could tell me a thing concerning it. Of course I was very much astonished to find that so few should know that such a blessing to children was in their midst, for the kindergarten had been in the same building (used for that purpose only) for five years; it had a large sign over the door, and had an average attendance of thirty. Does that mean that we should do more advertising in order to grow faster? I find from Mr. Mann's reports of his free kindergartens that the increase in average attendance from 1891 to 1896 was from seven to eighteen, while that of the public school from 1898 to 1899 shows an average of twenty to forty, just double. That which charmed me most, however, was that the children seemed possessed with a spirit of helpfulness, and a thoughtful care of each other; I knew that with that healthy condition it not only meant that a higher moral tone pervaded the neighborhood, but that each child there was forming a character that should tend to improve any community in which it might be placed. To me this growth in moral character far surpasses any other to which it might attain.—*H. A. Hopkins.*

#### LINCOLN, NEB.

Lincoln, Neb., a city of about 65,000 inhabitants, has a great reputation for her educational advantages. The State University, which ranks second or third in the United States, is located here, besides several denominational schools.

In the fall of the year 1889 the first public kindergarten was opened in the Bryant building by Prof. E. T. Hartley, then the superintendent, with Miss Ottie Rathburn in charge. The work was so entirely new, and because the children were not being taught to read and write, it was dropped the following year. The only semblance to kindergarten work for several years was done by the primary teachers as busy work.

The next appearance of the public kindergarten (we have had private kindergartens for fifteen years) was in the fall of 1893. The Board of Education were very fortunate in securing the services of Mrs. Mary H. Barker, of Brooklyn, N. Y., as supervisor of kindergartens, there being three started at this time. Two

other young ladies were elected for directors, together with three paid assistants, the supervisor to be director of one kindergarten, maintain a training school and instruct the primary teachers, no easy task to be sure. But the kindergartens flourished and increased to five in number before the Christmas holidays—they had come to stay.

During the financial panic the kindergarten and primary work were combined. In some buildings the kindergarten work was carried on in the morning, in others in the afternoon, in order to economize assistants. The older children were held the other half day for primary work, but this year we are able to do genuine kindergarten work with only one session. The kindergartners visit the mothers, hold mothers' meetings, and plan their work for the following day in the afternoon. We are having very valuable and pleasing results from our mothers' meetings. We now have fourteen kindergartens with 534 little ones enrolled in September, and our last report showed an increase of over fifty pupils.

The kindergartners formed themselves into a Lincoln Kindergarten Union two years ago, which meets once a month to discuss kindergarten methods, plan programs, study the Mother Play, and topics of general interest. The L. K. U. meets once a week for special work in drawing, paper-folding, and water-color painting, under J. P. S. Neleigh of Chicago, who is art instructor in the public schools.

H. S. Gordon, Ph D., our city superintendent, has introduced a normal training school, with a kindergarten class, in connection with the school work, to which the kindergarten assistants belong.

Mrs. Lucretia Willard Treat gave a series of lectures last spring which were very instructive and helpful, and Miss Mari R. Hofer gave us great pleasure with "Children's Songs" last October.

Our kindergarten directors are from the best schools in the United States. We have graduates from Armour Institute, Grand Rapids, Mich., St. Paul, Minn., Boston, and Pratt Institute.—*Vinnie Beach.*

BOSTON.

This year our New England winter has been so mild that the kindergarten children have been able to take one or more walks or excursions every month, and where the playgrounds have a



sunny exposure, there have been some days when the games were played out of doors; this has added greatly to their interest.

Altho Boston may have fewer kindergartens than many cities of its size, still we congratulate ourselves that the growth has been in the right direction—slow but sure. The true kindergarten spirit seems to have affected our whole school system to a degree which is most gratifying. A deeper reverence for childhood is felt, and the young child's needs receive greater consideration than the formal work of the school. Attractive games are being introduced into many of the primary grades as a delightful substitute for the Ling gymnastics; games which develop not only the physical and intellectual powers, but those which strengthen the moral nature as well. A closer bond of sympathy is evident between the teacher and kindergartner; a delightful spirit of harmony now prevails, showing that each feels the necessity for knowledge of the other's work, so that all may build in the same line without break or abrupt change, in order that the result may be a unified whole. An interesting experiment is being tried by some primary teachers, who show their appreciation of what the kindergarten has accomplished by undertaking to give the three years' course in two years to those children whom the kindergartners consider are able to endure the test; much thought and wisdom will be exercised that no harm may result.

It is an interesting fact that mothers' meetings are now held by many primary teachers, and the kindergarten is indirectly reaping the benefits, for the tie connecting the home and school is strengthened, and a deeper interest in, and love for, the child is awakened.

Every month of the kindergarten calendar brings some fresh delight. The talks upon the Mother-Play pictures, the stories, songs, and games are carefully selected with reference to the lives of the children. Some of the Mother Plays which are especially helpful during the earlier months of the kindergarten year are: The Greeting, Numbering the Fingers, Bird's Nest, Family, Fishes, Pigeon House, Grass Mowing, Pat-a-Cake, Flower Basket, and Toyman. During September and October the rooms are brilliant and beautiful with the gorgeous autumn flowers and berries. Fruits and vegetables are cut and examined, and their wonderful colors and markings noticed; the children are encouraged to bring from their homes at Thanksgiving time such as may

be distributed among the needy families, thus they give and at the same time receive help.

The children are introduced to much that is new and valuable; for instance, by the making of bread and butter many practical hints are gained and unconscious lessons learned. Visits are made to market and bakery, and about Christmas time a portion of the kindergarten may be transformed into the Toyman's shop, with its simple array of sleds, sleighs, carts, chairs, and other toys dear to the childish heart, which have been made from cardboard or stiff paper. In this make-believe shop some personate the shopkeeper while others are the purchasers. An occasional walk is taken to a shop-window in the neighborhood where the decorations tell of Santa Claus, and the tokens of love and happiness which the season brings. Thus in other ways than by means of pictures, carols, stories, and gifts made for dear ones, is the thought impressed that it is more blessed to give than to receive.—*Lucy Harris Symonds.*

#### BALTIMORE.

In making a report of the kindergarten work in Baltimore, note should be taken of the fact that while there are no kindergartens in connection with the city public schools, some of the county schools have raised an extra tax, and support four or five kindergartens in that way.

There are from fifteen to twenty free kindergartens maintained by churches, societies, and individuals, while a number of private schools offer a kindergarten course as their elementary work.

Two training schools have prospered for some years. These have lectures, conduct program classes, and give the usual work to those taking the training.

Among the kindergartens of this city the Hebrew Free Kindergarten attracts attention, as it is the only one in the East modeled on the broader lines of the teaching of Pestalozzi as well as of Froebel. It is patterned after the Pestalozzi-Froebel House in Berlin, which has been so favorably criticised by Dr. G. Stanley Hall in the January number of *The Forum*.

The aim of the kindergarten is to make the home element predominate over that of the school. To this end household work is introduced. Several children take charge of the lunch-room daily, and twice a week regular household lessons are given

to the children of five years of age. These lessons are entered into as eagerly as the games, or any other department of work. The aim in this connection is not to instill practical and useful lessons, needed as they are in the homes of the poor, but to idealize the common things of life.

Spring and autumn garden work is introduced as a means of bringing the child into closer relations with nature, as well as affording healthy physical exercise. Each day a half hour is allowed for free play. Toys of all sorts, as well as a sand-table, have been provided. This free play affords the children infinite pleasure, and the kindergartners an opportunity for observing the children who give at this time so many expressions of what they have absorbed.

One of the principal features is the development of one subject for three or four weeks at a time. In developing the subject of water, for instance, the children are taken to visit ponds, lakes, and streams, and practical demonstrations of the uses of water for cooking are given in boiling water and cooking potatoes, etc.

The games are entered into by all the children with unusual interest, as they are then simply a lively and delightful expression of what they have grasped.

The gifts are given as a means of presenting some scene in the monthly subject, and not as a means of developing mathematical conceptions.

The story, the observation of pictures, the training of the ear thru specific music lessons, take much of the time in preference to regular gift lessons. The aim is to develop the feelings rather than the intellect.—*B.*

#### HILO, HAWAII.

The Hilo free kindergarten had an average attendance of 45 last term. Its roll numbers 56 children; Portuguese 19, Hawaiian 12, part Hawaiian 14, Japanese 9, Russian 1, American 3, Norwegian 1.

The work taken up the last of September, running into October, was the home life and all the duties of housekeeping. A play house was given to the school, which was put in the yard where all could go in and out. This house has five rooms. Three of these were furnished first, each class having its own room to

furnish, the boys using hammer and nails, the girls needles, scissors, etc. After these three were finished each class helped to furnish the remaining rooms, the parlor and play-room. The windows could be opened and locked, and the door also had its own lock and key. The children were exceedingly interested, and now enjoy playing house and keeping it in order.

For the month of October the shell family was taken up. Twice we all went to Cocoanut Island, two miles away. The ride in the 'bus and boat was something new to some of the children, and all enjoyed it, singing all the way. At the beach the children found many shells and crabs. Each child had his bag in which to put the shells; these had been made the day before by the children. After looking for shells the children all went in bathing, and such a jolly day as they all had.

For the month of November the Thanksgiving story was taken up. We talked especially of the fruits and vegetables the Islands produce. Walks were taken to see how the fruits and vegetables grew. All those fruits and vegetables and berries that we could not see on our walks we teachers brought in, and we had a party the end of the week, with pie and cookies as extras. The main background of the thought was, the Giver of all these blessings and pleasures.

For December we took the Christmas story, or Christ tale. Each morning the story was told piecemeal, illustrated with photos, and acted out where possible. The story gave the children an opportunity for drawing and painting. Some of this work was surprisingly well done. The Japanese excel in drawing. Nearly every child could remember the story at the end of the time given for its study, and tell it to all the school. As the term closed in the middle of the month the school had no tree, but candy and little gifts were given them.

In January we talked about the business places of the children's fathers, as well as the public buildings, which we visited.

Twice a week we all went out and made new discoveries. In the rock put on the roads we found spots, some green, some black, of olivene, which the children studied.

The last large building we visited was the sugar mill, which was exceedingly interesting; the children had their small bottles in which to catch the juice as it came out in the different processes, and they preferred especially the last place, where the molasses was turned into sugar.



In all our work we use the kindergarten material, songs and games appropriate to the lesson.—*Mollie Sumner.*

## DULUTH, MINN.

Just a word as to the kindergarten work in Duluth for the past few months. We are sorry to have to report that the members of the Board of Education felt that it was necessary to trench this fall to the extent of doing away with the kindergarten training class, which we have had for the past five years, and which has done good work under the supervision of Miss Mary S. Clarke. We feel sure, however, that the board will have the training class resumed as soon as the school finances are in a condition to warrant it. The members of the board have always shown the deepest interest in the work. The young ladies who entered the class last year are taking their second year's work as usual, and will receive their diplomas in June.

Once a week all of the kindergartners meet together and are studying Hughes' "Froebel's Educational Laws." They are wide-awake young women, ready to investigate all that is new in the work, taking that which they think will be of the greatest good to the child.

We have 15 kindergartens with 29 kindergartners in charge. During the fall there were 700 children between the ages of five and six years in attendance. Kindergartens having over 60 children enrolled have double sessions; of these there are two.

Free-hand drawing, cutting, and painting are used entirely, as well as the large paper-folding and sewing.

There are two successful private kindergartens in the city; one in connection with Maynard School, under the direction of Miss Marjory Quilliard, and the other, which is called St. Paul's Kindergarten, under the direction of Miss Alice Butchart.

The entire kindergarten movement receives the sympathy and encouragement of the people, and is bound to grow steadily, tho to some it may seem slowly.—(*Mrs.*) *W. S. Bishop.*

## BERLIN MILLS, N. H.

The kindergarten at Berlin Mills is a free kindergarten given by Mr. W. W. Brown to the children of the employés of his mill. It has been established for nine years, and without doubt has done more for the children of that vicinity than can ever be estimated.

Last September when the kindergarten opened there were about twenty-five children. More than half were of French or Norwegian parentage and understood very little English. Their own language is used almost wholly in their homes. A few of the children had been in the kindergarten the previous year, and their bright, eager faces showed the pleasure they were anticipating.

During the first two months the finger plays and gesture songs did more to bring the children "out of" themselves than anything I could use. It gave them a chance to do something, and by imitation they began to understand that about which I was talking or singing. I spent most of that time in studying the children, and at last my "tell me" or "show me" seemed to have a French or Norwegian meaning and I got a few intelligent, quick responses. They began to choose songs by word as well as gesture, and the singing became a chorus instead of a solo or duet.

At first every song had to be fully illustrated with objects, pictures, or blackboard drawings. Often the words were changed to fit these special surroundings. For instance, instead of "The elm trees are yellow," we sang, "The birch trees are yellow," as indeed they were, on every side a perfect blaze of color.

The stories and morning talks were all short, well illustrated, and as often as possible fitted to the immediate surroundings.

As long as possible we kept the room decorated with the fall flowers and bright leaves, and encouraged the children to pick up the leaves as they went to and from the kindergarten. We had a spray from an apple-tree with a few apples still hanging, a stalk of corn bearing a late ear; and so all thru the fall while we talked of the busy farmer and the harvest we had dishes with different fruits and vegetables, and helped the children to put the two together—word and object, name and thing.

In November the children found great pleasure in grinding some corn in a little coffee mill, and when a day or two later we took them on a visit to the grist mill near at hand their happiness was unbounded; now they saw everything the song told about. Bins of corn, troughs of meal, the busy miller, the noisy mill, and on every side bags of corn and meal for the storekeeper or farmer. They each had a little of the meal to take home, and from later accounts I heard that many of the children expected their mothers to make them a "Johnny cake" from the little they

had. As the program continued from the harvest to the Thanksgiving period, from the Thanksgiving of today to the first Thanksgiving Day of the Pilgrims, it was hard to know which left the greater impression—the bravery and fortitude of the Pilgrims with the true spirit of thankfulness which we wished to create, or the “orful big turkey up to our house.” The song and game of “Over the River,” developed, I might say, into another, which began, “Over the ocean, from England’s shore, a band of Pilgrims came,” etc. Both songs and games are great favorites and are still often chosen.

At Christmas-time I found the Perry pictures invaluable. I kept many of the Madonnas on the wall thruout the month and the children were never tired of looking at them and talking of the “dear little Christ-child.”

They also talked more of their homes, their mother, and their babies at this time than ever before. The true spirit of Christmas, the doing for others, made a clear impression, and without an exception the children knew just which one in their family they wished to have the little gifts they were preparing.

Since the holidays we have been following a general program on the sun, moon, and stars. In all the gift and occupation work the children have gone slowly, but, I think, clearly and definitely. They know the colors of first gift; form and special characteristics, simple ones, of the second, third, fourth, seventh, eighth, and ninth gifts. They are able to follow simple dictations and show much originality in all their free work. In sewing, drawing, color, both painting and parquetry, and in paper-folding and cutting, the children show great advancement. They handle their work more intelligently, and it is finished in a neater condition. This month is the time for planting the seeds of patriotism, and if, of these little children of foreign birth, we can help to make good, true, upright and noble citizens, our country will be better and stronger for their having come to us. They already show a strong love for our flag, and sing with a will “My Country, 'Tis of Thee.”—*Winifred Fowler.*

## WAYS AND MEANS IN THE PUBLIC SCHOOL KINDERGARTEN. II.

(BY A KINDERGARTNER.)

A VERY true saying is it that "history repeats itself." Only yesterday a little girl said: "Dear me, I've skipped with Bertha most ten times, and she goes one-footed yet." While assuring her of future improvement and straightening the grammatical tangle, a teacher at my elbow declares disconsolately: "I've tried and tried to arouse Leslie, but he just sits there and waits to see what I do." And the hard-working, self-taught director thinks how long a time she has struggled with her girls in the same direction, and in fact how continually she pursues this struggle for a larger existence; so out of varied experiences she administers balm to all the sufferers, and says to the one whom she knows best, "Take courage, 'tis all a part of that evolution which ushers in the greater good."

This question of questions, How to call the creative spirit into greater activity, haunts the kindergartner, and any plan or suggestion that has proven helpful to any portion of the kindergarten world should be shared with other seekers.

Many earnest kindergartners have gained needful insight from the daily free-play period. The children select whatever material they wish to play with and arrange conditions to suit themselves, the teachers doing the same so as to enable them to observe unnoticed. We have only one condition—the materials must be returned to the place from which they were taken in the same condition as found. The order of choice has been: first, beads, their color of course being the primary interest, altho later there was an evolution of form and number. All seemed to feel strongly the need of repetition. Next came the water-colors. They have reveled in green Christmas trees, rainbow-colored houses surrounded by many-tinted birds, etc.; but the color which held their allegiance longest was the violet, and when we tried to discover what some of these violet dashes meant their reply was, they were "just things." How could such tots be expected to formulate that overmastering feeling of some unknown power which they must interpret by means of this subtle color. That



it met a need of their being was sufficient for them. Red they used sparingly, but yellow went hand in hand with violet. Later came the blackboard, for reasons which are obvious. During this color rush there was a minority contingent quite content with the second gift. Street-cars and boats were a continual fascination. We noticed that four boys grouped their work each day when playing with the cars, but with the exception of "playing house" this was the only instance of group work. The third, fourth, and fifth gifts were less in demand, altho in constant use by a few. Life forms came first, then a slight advance toward work in design.

One day while rummaging the shelves Rose found the colored lentils. They had not been used for months and perhaps for that reason were of interest. Of course the color carried its appeal. After the initial piling process symmetrical forms were laid with some regard to color values. After this came rings, but the interest soon waned, and then the tablets held their attention quite awhile. They have only recently used the clay; possibly it was a case of "out of sight out of mind." Balls, also, until very lately have been left untouched. They are now enjoying them hugely. Cutting lace-work patterns and adding colored parquetry work in designs has interested a few morning after morning, but the majority are experimenting still with gift materials.

From our observation we have come to the conclusion that the children are very ignorant of the possibilities of kindergarten material. Too long has the kindergartner taken the initiative, choosing subject, material, and manner of presentation from the standpoint of principles, as enunciated by training teachers rather than from direct observation of childish experience when fully accorded the right to evolve its own methods of procedure with the kindergarten material. It is a question whether the kindergartner has not oftentimes developed the subject-matter rather than the child. While the children need the educative stimulus of directed work, yet first do they need a foundational experience of free play, and this is just as true with kindergarten materials as with nature materials. The children have been plunged into complex expression before they have, thru individual experiment, learned the primitive uses of these new materials.

If Froebel's gifts are in any degree external correspondents of the child's inner states of mind, then he must be given liberty

to express those initial and elementary activities ere he be directed to more complex movements. The kindergartner needs this constant observation of the child in free play to keep her from getting lost in a multiplex of theories. In this condition stand revealed the native instincts and interests; she perceives the racial moods and modes, and at the same time sees how these are modified by individual traits and social environments. This knowledge provides a trustworthy foundation upon which to lay her plans for a stronger, more symmetrical superstructure. We need knowledge that comes direct from experience rather than the opinions of authorities possibly no longer in vital contact with children.

The free play will also put a check upon the kindergartner's desire to revolutionize conditions at a moment's notice. She sees how, again and again, the child repeats the same form, color arrangement, etc., and it teaches her the value of frequent repetition. Repetition need not be devoid of vitality. The sun shines upon us every day, and we carry on practically the same activities, but always from a new view point; and so in the kindergarten there can be repetition of form with diversity of ideas. But the great lesson to the kindergartner is the continual reminder she receives of the "potential artist." We consider the child so continually from the social point of view that sometimes the individual problem suffers eclipse, and yet in just the proportion that the kindergarten develops individual genius does the social welfare progress.

There seems to have been a veritable deluge of new babies in our district recently, and all the children who have had the distinction of brotherhood and sisterhood thrust upon them have much to say as to the appropriate method of caring for the tiny newcomer. One of these fond relatives suggested that our kindergarten doll could not be properly cared for unless we had a cradle. This opinion being general a cradle was started forthwith. The oldest children went to their friend "the grocery man" and begged a soap box. Such was his generosity he gave them two, and possessed of a barrel top which Eddie brought for the rockers, we were equipped for business. A small group had especial charge of the cradle, while the rest of the kindergarten coöperated in making the needful bedding. A feather bed and pillow (the children insisted on feathers), comfort, etc., were duly

completed, and now our doll is rocked in state each day, garmented afresh from the contents of a trunk of home manufacture. As dolly could not be kept in bed forever, she must have a "chaise" to ride in, and the second soap box was converted into a structure of strength if not of great beauty. We feel especially virtuous when recalling the six pennies paid the wheelwright for boring holes in our wheels. He would gladly have given his work, but the children felt that a laborer was worthy his hire. It is to be hoped they will retain this ethical sense. Next in order is a large doll-table and chair. The problem in this work is to procure suitable material without exhausting the teacher's slender resources. Probably the most fascinating thing in our kindergarten to the child mind is the doll house, and just now we feel particularly proud of the fact that spring house-cleaning has been attended to with thoroness and dispatch. Every room has been repapered, and the red dining-room, green parlor, blue bedroom, and yellow kitchen are works of art. Last year the paper was of their own designing, daisies and clover on a manilla background; but we desired a change, and as Eda brought us a book of samples the children begged to use the "real paper." Among other objects of delight in the doll house is a combination cupboard and bookcase made of spools and pasteboard. The kitchen cupboard is a converted cigar box with a "really, truly door," but the glory of it has departed. To go to the cupboard these days is to repeat the sad experience of the old nursery dame. Time was when the children could proudly bring forth canned dainties of their own preserving; but the days of crackers and jelly have vanished down the maw of hungry Father Time, and now we fare most simply on crackers and water.

This real work, how it fascinates the children and brings out the dominating characteristics. It is a hopeful sign when a child asks for water and soap to scrub the floor and enjoys every moment he is thus occupied. Each week the divisions have a succession of house-cleaning periods, and nothing the children do is of greater delight to them. They have learned to keep our large room in very good order, despite the untoward conditions. When one catalogs the gains to the children from such activity, it becomes evident the educational world has hardly yet realized the value of domestic work. If the child is not jostled out of his original instinct, that work is delightful and to be desired, the

great labor question will be well on its way to a just settlement by the time our children have grown up. But work to be thus a joy must be coöperative and for a common purpose. When all share equally in the resultant good each social factor will feel glad to do his part. May all powers speed the day when the social creed of the kindergarten shall have penetrated the world at large, and "each for all and all for each" has become the guiding principle.

It is our luncheon hour. John, by reason of his office as leader, serves napkins, plate, etc. Eddie brings the bank and begs to go for crackers. Irene, as usual, insists she can count faster than anyone else; as a result we have to come to the rescue and untangle her numbers. The crackers are distributed finally, with many suggestions by the children as to which is the left side and which the right hand. Says Eda to Marguerite: "I have taught my right hand to remember and wait till the crackers are passed the other side;" and her neighbor responds virtuously: "I always did 'member which is my right hand." When it is time to say "thank you" the children want to "think it," as that is considered quite a feat, so we shut our eyes and think. Gentle murmurs float from table to table, and Irene can scarcely wait till the eyes unclose to assure us that "James is a great 'noyance; he always will do his thinking right out loud." James' cheeks hang out a danger signal, and our peacemaker comes to the rescue: "Never mind; you'll learn sometime. I didn't use to know how to think inside my head, but now I know all about it."

Apropos of the "thank you," Ida announces: "Tomorrow morning I want to say thank you for everything I like and for God and heaven." Here Willie pipes up: "Oh, teacher; last night I looked right out our window and saw heaven!" Bless the child's heart, he would probably be witness to "a new heaven and a new earth" did we but look more often from out our "sky windows" and declare the glory of the everlasting Light. Yield us, O Lord, we pray, a little more of childhood's poetic insight, and make us equal to this constant task of reconciling strange and unlovely opposites into clear pictures of eternal truth.



THE SEVENTH ANNUAL MEETING OF THE INTERNATIONAL KINDERGARTEN UNION, APRIL 18,

19, 20, 1900.

BROOKLYN AS A KINDERGARTEN CENTER—KINDERGARTENS OF THE BROOKLYN FREE SOCIETY—KINDERGARTEN TRAINING DEPARTMENTS IN PRATT INSTITUTE AND ADELPHI COLLEGE—MISSION KINDERGARTENS—PRIVATE KINDERGARTENS—KINDERGARTENS IN THE PUBLIC SCHOOLS.

EMMA F. PETTENGILL

THE annual meeting of the International Kindergarten Union, which is so soon to be held in our city, will bring together a notable company of up-to-date educators.

The president and members of the local executive committee have spared no pains in the preparation of program and general arrangements, and guests from every whither will receive a glad and care-free welcome.

The headquarters of the convention will be at Plymouth Church on Orange street, with the life of which Mr. Beecher was for so many years identified.

The special public meeting on Wednesday evening will be held in the Academy of Music. It is hoped that its seating capacity of 2,500 people will be taxed to its utmost at this very interesting and profitable meeting.

In order that visiting friends may become familiar with Brooklyn centers of kindergarten training, Pratt Institute and Adelphi College, conferences will be held at both these places during the



ADELPHI COLLEGE.



PRATT INSTITUTE.

days of the session. The home kindergartens thruout the borough will also be open for inspection at least one morning.

The Brooklyn Kindergarten Union will tender a reception at the Pouch Mansion on Thursday evening, the 19th, with Mrs. M. E. Shepard as chairman of the local entertainment committee. This reception and other social functions will afford special opportunities for social greeting, without which the convention could not be a success.



SECOND GIFT, PUBLIC SCHOOL KINDERGARTEN 77.

There is much in modern thought and discussion that must lend special features of interest to these meetings. If we are to see demonstrated in our public school work in the near future a singleness of aim and oneness of purpose in educational effort from the kindergarten to the university, the foundation stones in the kindergarten should be laid with the greatest care and by master mechanics.

The first kindergartens in Brooklyn were established many years ago, and at the present day there are eighty or more in existence—sixteen are under the auspices of the Brooklyn Free Kindergarten Society, in charge of Miss Mary H. Waterman; twenty or more are connected with churches and supported by private sources; a number of private kindergartens, and those lately established in the public schools make up the number.

The Froebel Academy on Lafayette avenue is a private enterprise based upon the idea of kindergarten principles in all grades. In the Berkeley Institute on Berkeley place a new kindergarten room has been recently prepared with great care. In Pratt Institute and the Adelphi there are special training classes. In the two latter institutions, also in the Berkeley Institute and Froebel Academy, successful sub-primary or connecting classes have been established.

Special railroad rates have been made which will enable passengers at any time on or before April 24 to return to their homes for one-third the usual rates. Further particulars as to tickets and rates will be found on another page.

Application for entertainment for a day, a week, or a month, should be made directly to Mr. Benjamin Butterworth, care Brooklyn *Daily Eagle*. Those who come with no provision for entertainment, even at the eleventh hour, will be welcome, and accompanied to reliable boarding places or hotels, by calling at the Information Bureau of the *Eagle*.

#### KINDERGARTEN IN THE PUBLIC SCHOOLS.

The kindergartens in the public schools of Brooklyn were inaugurated by an act of the school board in 1897. They are in charge of a kindergarten committee of the school board, whose chairman is Mr. Frank L. Babbott, and are under personal supervision of Miss Fanniebelle Curtis. The work in the public schools began with thirteen kindergartens. In less than three years the number has been nearly doubled, and the establishment of many more is anticipated in the immediate future as a result of a by-law passed by the board, which provides that "one or more large rooms in each school building hereafter erected, in which primary or intermediate grades are taught, shall be constructed and furnished suitably for occupancy by kindergarten classes."

The plan for a model kindergarten has been devised by Miss

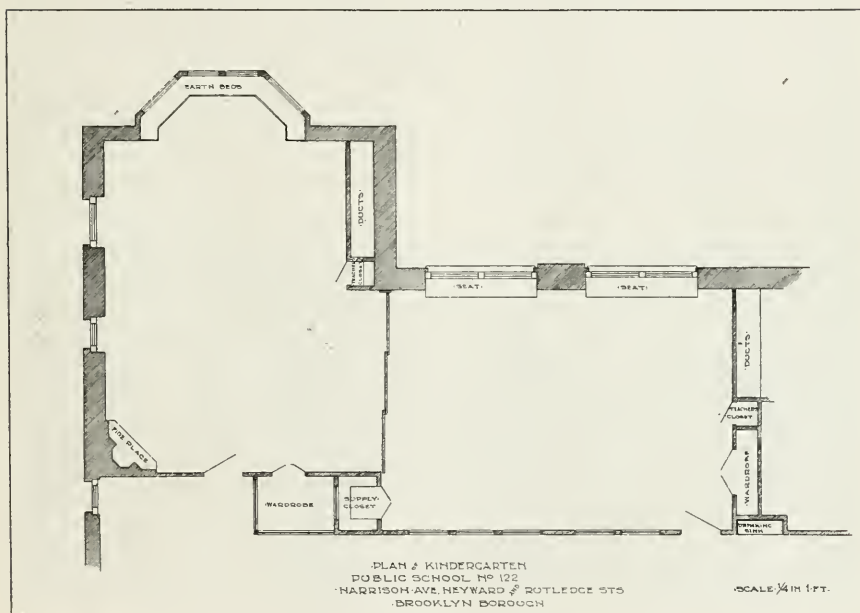


Dunn and worked out by Mr. Snyder, superintendent of school building in our city, of which a diagram is here given. A room built after this model will be completed and ready for use, it is expected, by September, 1900.

One of the special features of this room is a window or winter garden for nature study, which will, perhaps, among other things, negative the dreary sentiment of Mr. Dooley when he said:

"Sometimes I think they'se poison in th' life iv a big city.

"Th' flowers won't grow here no more thin th' would in a tannery, an' th' bur-rds have no song."



The opening of eighty kindergartens, and the provision for more, have begun to solve for us the great problems which confront this department of educational work in our city, and in all large centers of population.

The congested condition of our primary schools extends also to the kindergarten, and shows over a thousand children of kindergarten age in a single school. A large waiting list often presupposes forced promotions.

Brooklyn educators are working steadily for a solution of this

and other problems connected with the work, having the sympathy and support of parents and school officials.

The program which follows of the meetings of the International Kindergarten Union has on it names of well-known speakers, and already friends are writing to the local committee from St. Louis, Chicago, Boston, Philadelphia, and other places west and east telling of the intention to be present.



PUBLIC SCHOOL KINDERGARTEN ON BROOKLYN BRIDGE.

PROGRAM OF INTERNATIONAL KINDERGARTEN UNION, APRIL  
18, 19, 20, 1900, HEADQUARTERS, PLYMOUTH CHURCH,  
BROOKLYN.

*Wednesday, 10 a. m., Plymouth Church.*

Address of welcome.

Fanniebelle Curtis, chairman Local Executive Committee.

Edward G. Ward, borough superintendent of schools.

C. E. Robertson, president school board, borough of Brooklyn.

*Reports of Delegates.*—Each branch is requested to appoint one member who shall prepare a paper of not more than two hundred words, giving an idea of the work done by the branch.

*Wednesday, 2 p. m., Plymouth Church.*

Conference on Gifts and Occupations in charge of Miss Glidden. Question for discussion: What do you consider the Froebellian Method of Using the Gifts and Occupations? Speakers, fifteen-minute addresses, Mrs. Maria Kraus-Boelte, Miss Lucy



GAME, PUBLIC SCHOOL KINDERGARTEN 75.

Wheelock, Miss Josephine Jarvis, Mrs. Alice Putnam, Miss Caroline M. Hart, Miss Elizabeth Harrison. From the floor, five-minute addresses, Miss Cynthia P. Dozier, Miss Geraldine O'Grady, Miss Patty Hill, Miss Virginia Graeff. The remainder of the session will be open for free discussion.

*Wednesday, 8 p. m., Academy of Music.*

Address by Mr. Hamilton W. Mabie, subject: "Kindergarten Ideas in the National Life;" Miss Lucy Wheelock, subject: "Old

and New;" Dr. William T. Harris, subject not announced. It is hoped that Mrs. Kate Douglas Riggs will read.

*Thursday, 9 a. m.*, Pratt Institute. Address of welcome, Frederick B. Pratt.

Conference of training teachers in charge of Mrs. Putnam. Topics to be discussed: 1. Free Play. (*a*) Its function; (*b*) Does it admit of any adult interference? (*c*) The function of the kindergarten games; (*d*) Is the kindergarten the place for free play? (*e*) The advantages and disadvantages of substituting traditional games for the kindergarten games. 2. Simplicity. (*a*) In work; (*b*) In stories; (*c*) In games.

At the same time a mothers' meeting will be conducted in the Adelphi Academy by Mrs. Meleney.

Full list of speakers for either of these two conferences not yet announced.

The Brooklyn kindergartens will be open to visitors.

*Thursday, 2:30 p. m.*, Plymouth Church.

Conference on the Kindergarten in the School. Speakers, twenty-minute addresses, Dr. W. N. Hailmann, Miss Laura Fisher, Mr. Marcus White. Discussion opened by Miss Jenny B. Merrill, followed by Miss Cynthia P. Dozier, Miss Mina B. Colburn, Miss Ada Van Stone Harris, and others.

*Thursday evening.* Reception at the Pouch Mansion.

*Friday morning*, Plymouth Church.

Nine o'clock, business meeting; ten o'clock, addresses. Speakers: Mrs. Maria Kraus-Boelte, Miss Lucy Simonds, Miss Anna Williams, Mrs. Theodore C. Birney, Miss Harriet Niel, Mrs. Louise Van Kirk, Miss Mary McCulloch, Miss Nora Smith, and others. It is hoped in this conference to give opportunity to hear from everyone who has a message to offer.

All attending the meetings are earnestly requested to coöperate with the Executive Committee and the Local Committee in their efforts to make the exercises prompt and decisive.

All members desiring information regarding boarding places, etc., will please address Miss Fanniebelle Curtis, chairman of Local Committee, Board of Education, 131 Livingston St., Brooklyn, N. Y.

MARY D. RUNYAN,

*Cor. Sec. and Treas. I. K. U.*

Teachers College, 120th St., West,  
New York City, N. Y.



## SOME PRESENT KINDERGARTEN METHODS AND MATERIALS.

ALICE TEMPLE.

EVERY kindergartner in the country owes Dr. Hall a debt of gratitude for the thoro criticism he has given the American kindergartner in his recent article in the *Forum*. If, as Dr. Hall believes, we "want the truth," we cannot fail to recognize the justice of this criticism and to admit that some part of it at least applies to our particular work.

A thoughtful consideration of the article, it seems to me, brings us face to face with the fact that in the kindergarten world, as in every other, there are two elements, the conservative and the progressive. The conservative kindergartner is the one who believes that Froebel has said the last word from the philosophical, psychological, and practical standpoints; the one who accepts his theory and practice in toto. The liberal or progressive kindergartner, on the contrary, is the one who believes that the kindergarten must keep up with the progress of the educational world; that is, that Froebel must be interpreted in the light of modern psychology and child study. She believes that she is true to the spirit of Froebel, the pioneer child student, to the degree in which she is willing to modify her practice whenever it is not in accord with the most advanced psychologic thought.

A large number of the kindergartners of Chicago may be fairly designated as progressive, according to this understanding of the term, since they have *for years* been modifying their work along many of the lines suggested by Dr. Hall, as well as in other directions. In indicating special modifications and changes I can speak intelligently of the work of the Chicago Free Kindergarten Association only. In the training school of this association the Mother Plays have never been considered to contain the "acme of kindergarten wisdom." They are studied with the "Education of Man" in the second year, after fifteen months' study of child life and interests, the meaning of play, the development of self-activity in the various phases of habit, interest, attention, imagination, and will, and educational psychology in its application to all manual work. In the light of this study the students

are ready to grasp more intelligently the great principles of Froebel in their somewhat involved formulations, to recognize their fundamental agreement with the truths of later psychology, and therefore to appreciate more keenly "one of the deepest, truest, and most intuitive of minds."

The Mother Plays in their form and setting have always been considered unsuitable for use in our city kindergartens.

The games in the kindergartens are never selected with reference to their supposed symbolic value, for we believe with Dr. Dewey that "the child's play is reality to him. . . . A thing cannot symbolize another until there has been the experience of the other. The same is true of the child's so-called dramatic tendency. The dramatic action is reality, not play to him; it is make-believe to the onlooker only."

The circle games are based mainly upon the child's fundamental interest in repetition, concerted action, succession, rhythmic movement and imitation, and are planned with reference to his need of physical exercise and mental relaxation. But there is opportunity also for some dramatic expression where more thought is required. This is usually representative of animal or human activities within the life and experience of the child, and out of it a formulated game may develop. We find, however, that the small group is far more satisfactory than the large one, for the development of this dramatic or representative play. The play is informal; there is opportunity for every child to take active part, and therefore each is more free and individual in his expression than when there is a circle of onlookers.

We believe that *in their entirety* the gifts and occupations are not the *best* or *only* materials for developing the child's full creative self-activity. Experience has shown us that the surface gifts, tablets, sticks, rings, and lentils, are too small for the child to handle to any great extent, and also that the child's interest in them is slight as compared to his interest in the other gifts. We have come to use them, therefore, in free or suggestive play only.

We find the main value of the other gifts in their creative play uses. Because they are simple, general, exact forms, they lend themselves to the representation of a great variety of objects, and we have not yet found any toys which satisfy the constructive instinct as we meet it in the kindergarten so completely as the four building gifts.

It has been our experience, however, that in many cases the use of other materials with these gifts not only gives the older child that fuller and more detailed expression which his imagery requires, but tends to stimulate all the children to find heretofore undiscovered possibilities in the gifts themselves.

We have also found a greater variety of toys than that afforded by the gifts desirable, and for years have used larger building blocks, dolls, toy furniture and playhouses, toy utensils of all kinds, and toy animals.

It is apparent that the use of the gifts here indicated does not recognize their accredited symbolic value, but I think the previous quotation in regard to symbolism applies here. While the gifts in their sequence might symbolize the universal law of development to the adult, they can have no such meaning to the child; he can come to full consciousness of that law of growth only thru years of seeing it in nature and life. Probably his first hint of it comes thru his observation of plant growth from the seed. Surely that is more natural and rational than to suppose that his first suggestion of this truth comes thru a mathematical formulation of it by man.

As to the occupations, we have long since discarded those requiring close work, such as card perforating and sewing and mat weaving. Sewing is used when necessary in making some article of interest to the child, as a doll's dress or bedquilt; but the stitch is always large, and the work never long continued.

The possibilities of weaving are greatly extended by the use of such materials as wire and nails, or some large pins as uprights in wood or cork for the warp, and heavy yarn or raffia for the woof.

The simple paper-folding we use somewhat, and also much paper modeling on a large scale. This material in connection with pasteboard boxes seems to us to afford fuller opportunity for creative work than almost any other form of occupation. The child learns thru his own experimenting, guided somewhat by the teacher, how to measure, fold, and cut in order to secure the desired result; and this is because the end, so attractive in itself, seems to stimulate his best endeavor.

Soft wood to make trains, toy furniture, boxes, etc., is invaluable, and it may be very creative work with the oldest children who can saw their own pieces. This occupation is particularly

satisfactory in the exercise it gives the larger muscles, and also in the substantial quality of the resulting form.

Many other materials, including tea-lead, leather, spools, and tin, have been found useful. One argument in favor of these newer occupations is that they reveal to the child possibilities in a great variety of materials easily within his reach at home. Another is that they tend to make him independent of the carefully prepared exact kindergarten material. A child who has used only squares or circles of colored folding-paper, and carefully lined cardboard, is quite apt to be at a loss with newspaper, and uncut or unruled sheets of manilla paper. Again, the possibilities for creative work along the line of the child's interest seem to me far greater than in the conventional occupations, and the resulting form is usually an object which he can make use of in his play at home.

Free drawing and painting, clay and sand modeling, have always had a large place in our kindergartens, and need no defense. But in all planned work, whether with gifts, toys, or occupations, the child's interest in and familiarity with the subject must be most carefully considered, as well as his power to handle the material, and the possibilities in it for creative work on his part. Is it worth while from the child's standpoint? Is it worth while from ours?

Only in such conscious and conscientious effort to meet the child's fundamental interests, and thru them to develop his heart, mind, and body in full accord with the principles of life, unity and self-activity, are we true to our great leader. Thus should we strive to follow the ideal, which in Froebel's own words is "mandatory only with reference to the spirit and inner life, never with reference to outer form."

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### O SPRING-TIME SWEET!

THE whole earth smiles thy coming to greet;  
Our hearts to their utmost depths are stirred  
By the first spring-flower and the song of the bird.

—Landon.



## THE ALBANY CONFERENCE FOR PARENTS AND TEACHERS—FIFTH ANNUAL MEETING.

(REPORTED BY FRANCES M. CRAWFORD.)

THE Fifth Annual Conference for Parents and Teachers was held at Jermain Hall, February 24-25.

Miss Eugenia Gibson, whose loving and untiring zeal has made it possible each year for the people of Albany and vicinity to have these meetings, was the presiding officer. When in her words of greeting she held before us the first gift of the kindergarten she struck the keynote of the conference, for the spirit of unity during the sessions was felt by all. We seemed to realize, as perhaps never before, that in our efforts for the children there must be the working together of all in harmony with the Divine law. The meetings were well attended, especially the two evening sessions when a number of fathers were to be seen. All the mothers' classes in the city were represented, and the earnest responsiveness on the face of many a hard-working mother must have been inspiring to the speakers. The singing by the kindergarten training classes of the city, ably accompanied by Miss Eva Quaiffe, piano, and Miss Annie R. Shepherd, violin, was a pleasant feature. Leaflets of selected kindergarten songs were distributed among the audience, and fifteen minutes before the opening of each session were spent in hearty singing. Badges consisting of a bowknot of worsteds, colors of the balls, were worn by those in attendance. Books of interest to parents and teachers, sent by the Kindergarten Literature Company, were placed on sale. Sample copies of the KINDERGARTEN MAGAZINE and *Kindergarten Review* were distributed thru the kindness of the publishers.

At the first session Friday afternoon, after Miss Gibson's "Greeting," Mrs. D. O. Mears, president of the New York State Assembly of Mothers, told in her always charming way of the origin and proposed work of the Albany Women's Club, a branch of the State Assembly:

"The keynote," she said, "is helpfulness to home, school, church, and community. We want to make this club one of the worth-while interests for busy women. In consideration of the youth and modesty of the Albany Mothers' Club it is best not to

make promises or unfold rose-colored plans, but we have already two projects under way which we believe will be of benefit to the homes and schools of the city."

Mrs. Mears then outlined the plan for a children's playground and sand-garden in Beaver park, which will be referred to Commissioner Bissell, and a clothing bureau for supplying shoes and garments to children kept from school for lack of proper clothing.

Dr. Willis G. Tucker, of the Albany Medical College, spoke on the subject, "The Problem Presented by the Daily Menu." In a practical and helpful way Dr. Tucker explained the respective values of different foods as related to the bodily organism. One statement he made that seemed to surprise the audience was, that the prejudice against canned foods is absurd. "These canning factories are doing a great work," said the doctor. "They give us meats, fruits, and vegetables in and out of season, well put up, clean and wholesome. All this poison business you hear about in connection with canned goods is ridiculous, and often can be traced to an entirely different source. The few genuine cases are insignificant." The doctor then said that a housekeeper need not expect to buy the best for a song. If she expects a china sugar bowl, or a set of silver spoons thrown in, she cannot expect her tea and spices to be the best. The lecturer believed that most people eat too much, and that the proper limit was just short of satiety.

Then came what was designated the "Mothers' Class Hour," and home problems were discussed. Miss Mary E. McDowell, head resident of the University of Chicago Social Settlement, gave the mothers the thought of the necessity of

#### SIMPLICITY IN THE HOME.

Miss McDowell needed no introduction, for those who heard her at the conference three years ago had not forgotten her high ideals and strong common sense.

Mrs. Marion B. B. Langzettel of New York spoke helpfully on the subject of "Simplicity." She deplored the lack of taste which prompts a mother to cover her child's shoulders with a collar so big that it makes her look deformed. "We want fewer big collars and fewer layer cakes two feet high," she said; "then perhaps the mother would have time for some of the real duties of life." She did not believe in complicated mechanical toys for children.

Miss Margaret E. Smith, a leading kindergartner of the city, read an interesting paper on "Literature for Children."

Friday evening was opened by Mrs. Langzettel. Her subject was, "Children's Ideals, and How to Deal with Them." Mrs. Langzettel has made a sympathetic and thoro study of child nature, and we felt that her paper was one of those uplifts that sometimes come to take us out of the rut. Her closing words were: "Remember to build up the ideal side of the child's life, so that in after years he may, in regard to conduct, become a law unto himself"

Miss Clara M. R. Mattimore sang most sweetly, and then came a paper by Mr. Edward P. St. John, of the Bible Normal College, Springfield, Mass., on "Religious Education of the Youngest Children." It was a clear, concise, and convincing exposition of the way to give little children the principles of Christianity in terms of their own experience. He condemned the old method of committing to memory catechisms and Bible chapters. The concept of God is to be taught to the child from what he knows already of his parents' love.

Next, Miss McDowell gave the audience an insight into the workings of the

#### "WOMEN'S CLUBS OF INDUSTRIAL COMMUNITIES"

generally, and then told especially of the club connected with the University of Chicago Settlement. She gave an account of the growth of the first one which was organized at Hull House Settlement about five years ago, with ten members. The club has now nearly two hundred members. Another, organized a few years ago, has now 125 members, with a Bohemian branch composed of women who cannot speak English. Thru the efforts of these women this section of the city has secured a public bath that was greatly needed. They petitioned the school board for a system of manual training to be introduced into the public schools of that section of the city, and were granted their request. They are now preparing to petition for courses in domestic science. The clerks in the department stores in the vicinity have besought the club to use its influence to secure Sunday and holiday closing of the stores for the clerks.

Miss McDowell said that the principle upon which the clubs grew and expanded was simple. Members were first impressed with the idea of their kinship with other women, and their own

possibilities as social forces. Being thus impressed they endeavored to give expression to their ideas.

#### NATURE STUDY.

Saturday morning Mrs. Mary Rogers Miller, of the Nature Study Bureau of Cornell University, opened the exercises with a talk on "Nature Study." She defined it as the study of the life of things, and strongly advocated "the getting off of the sidewalks" into the woods and fields.

Mrs. Miller then told of the bureau of nature study at Cornell University with which she is connected, stating its large object, and inviting teachers to put their names on the roll so as to receive the benefits of the leaflets and correspondence.

After a vocal solo by Miss Mattimore, Miss Ida M. Isdell, principal of the Kindergarten Department of the Normal college, opened in well chosen words the symposium, "The Home and the Kindergarten." She made a plea for the better understanding of the kindergarten by parents and the public generally, and for the strengthening of the bond between the home and the kindergarten. Miss Isdell was followed by Miss Frances Bliss Gillespy, of Lansingburg, whose topic was "Play." Her treatment of the subject was most helpful in its high ideals of the mission of play, and in its practical suggestions for working out these ideals. Miss McDowell gave a few additional thoughts on the subject, and then Miss Genevieve Coonly told the story of "Tiny Tim" most affectingly. Because of the lateness of the hour a paper on "Occupations of the Kindergarten," by Miss Ellen Jones, principal of the City Training Class, was omitted.

Saturday afternoon Mrs. Mary E. Becket gave an interesting account of the origin and work of the W. C. T. U. She emphasized the responsibility of the mother with regard to the temperance question. Next on the program was

#### "PHYSICAL LIFE,

Higher Ideals," by Dr. George E. Gorham of this city. The earnestness of conviction with which he handled the subject of "Reproduction" in all life, and his wise suggestions as to how and when this life-principle should be explained to the young, made a deep impression upon his hearers. He said: "Instill in your sons and daughters high ideals; not to be ashamed of the functions which God has given them, and to keep their physical life



in harmony with God's great plan, for when there is any violation of physical law the penalty is certain and not to be escaped. God is manifesting himself in unceasing energy. We must put ourselves in touch with this energy. In proportion as we get into harmony with God's plan so shall we have strong bodies, active minds, and pure hearts."

After singing by Miss Mattimore Miss McDowell gave, in her strong, beautiful way, a talk on

"SOCIAL SETTLEMENTS."

One could almost feel one's view of the world broaden while listening. She said: "I believe there are laws that are working in the social system, in men, as certain as the force of gravity, working eternally to bring humanity to more perfect development. The social settlement is not a little isolated work, but a moral expression of a great social movement." Then she gave a brief history of the movement, from Ruskin, Kingsley and Morris, to Toynbee in East London, and Toynbee Hall, established, "not for religious propaganda, but as a place for sharing; the making of the beautiful, the culture in life, a democratic thing. For we never pauperize people when we give them the best in life, music, literature, art, only when we give them the common things of material living." She spoke of the Chicago settlement founded in the Toynbee Hall spirit, to know how the people live so as to help them—to get the point of view of the poor. "And yet fundamentally people are alike, and I have found some of the finest people—fine in every instinct—among the very poorest. One society woman said to me, and this is an extreme case, and she would probably never express herself so again: 'I am willing to feed and clothe them, but I look upon them all as brutes.' Another point of view was that of a young workingman at the time of the Evanston sympathetic strikes, a splendid, big, intelligent fellow, who said to me: 'I would willingly take up the musket to shoot capitalists.'" Both these people needed the social kindergarten to teach them the brotherhood of man, and that is what the settlement is trying to do."

Miss Florence Johnson then told of an interesting work along settlement lines which is being carried on in the Third Reformed Church of this city, a girls' club, which has many enthusiastic members.

At the close of this session games were played in another

room, led by Miss Sophia Holdrige, assistant principal of the training class at 7 High street.

The last session, Saturday evening, was opened by Miss McDowell, who charmed the large audience with one of her own stories, "The Two Acorns." Mrs. Arthur G. Schiller, of New York, sang delightfully. Next, Mr. James K. Hughes, of Toronto, a prime favorite with Albany parents and teachers, spoke on the

"ESSENTIAL ELEMENT IN CHILD TRAINING."

He gave some of the principles of the Froebellian psychology as found in the "Education of Man," in such a simple, forceful way, and with such happy illustrations, that everyone in the audience grasped the great truths and was strengthened thereby. He showed how men in times past had failed to develop the selfhood of the child and "keep it growing consciously toward God forever"; and that the functions of the home, the church, and the school must be to develop thru self-activity the highest selfhood of this child created in the image of God. "Originality," he said, "rather than a ton of learning, a ton of arithmetic, a ton of spelling! We must let our children live their souls straight out. First, we must reverence the child and the zone of its possibilities, so that we dare not coerce him. We should not in any way prevent the development of the child's selfhood. I have no business to try to make any child like me. Probably one of me is quite enough. Men have been profoundly audacious. They have presumed to dominate their wives; they have presumed to impress the image of themselves upon their children's characters. Children are created in the image of God. You, parents, are responsible for the development of that image. You can make a hard character by flogging a child—a hypocrite, a coward—but you cannot make a strong character with a whip. Fifty years ago men flogged their children and none could gainsay them; they flogged their wives; they beat their horses. Now we have laws. Fifty years to come we will marvel that men and women should have been so coercive with their children in the nineteenth century. The children of the twentieth century will be free. . . . The child's individuality is not only needed for his own self, but for the world's work, that he may become a supreme agent in the evolution of the race."

So closed the conference of 1900, the spirit of which seemed to be expressed by Miss McDowell when she said in her paper on Social Settlements, "We must all together do justly, love mercy, and walk humbly."

## NATURE STUDY.\*

BY way of introduction to the subject I can hardly do better, it seems to me, than to tell you what I think nature study is. A definition will give us a common starting point, and make a mutual understanding and sympathy possible. I do not pretend to be the author of this idea of nature study, neither do I expect you all to agree with me.

Nature study is the study of the life of things. It deals with the present, past, and future of natural objects. It is the life of a thing, its activities, its relations to other things, which awakens the interest of grown people. Shall we expect a little child to care for anatomical structure, technical terms and classifications? What profit can there be to a child in tearing to pieces a flower and learning the names of its parts, when the secrets of the plant's life and its way of getting a living are still undiscovered?

If nature study is the study of the life of things, then it cannot be the study of their names alone. Yet how often do we hear little children reading of *corollas* and *petioles*, and see them sorting leaves and leaf margins in the name of nature study. A name is a very convenient handle, something to call a thing by, but it should be the starting point rather than the end of one's study of an object. When a new boy comes to school the other boys ask his name, for they must call him something if they are to go far in their acquaintance; but how vastly more important to his future are the things he can *do*.

How can one study the life of a thing? First, and best of all ways, by watching it; by regarding the natural object as the original source of information about itself, and refusing to admit contrary evidence from any source. In setting out to study a plant or insect or stone after this fashion, we must be careful to discriminate what the plant actually tells us about itself from the things which we think it ought to tell us, and the things we might do in its place. We are in great danger of reading our human frailties into the life and activities of things not human. We are

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\*Notes on a talk given before the Conference of Parents and Teachers in Albany, N. Y., February 24, 1900, by Mrs. Mary Rogers Miller, Ithaca, N. Y.

apt to personify too much, and to seek too much symbolism and sentiment in nature.

In our study of nature we need a teacher, some one whose experience is wider and fuller than our own; some one who knows how not to put himself in the way, who leads us but allows us the joy of discovery. This teacher may be a book—often is; but books in nature study, either at home or at school, should be kept in the background. I cannot refrain here from saying something more explicit about books on nature study. We have so many letters from teachers and parents asking that we recommend some book or books which will constitute an infallible guide and source of information. One of the commonest requests is for some book which will help answer the children's questions. If these parents and teachers had had a course in kindergarten work, or had taught children as many years as some of us have, they would not need to be told that the very worst thing that could happen to a child would be to have all its questions answered. Life would lose its savor if one were forced to take everything at second-hand!

The market is being flooded with books about nature. They are often inaccurate; nor is this the worst fault of some. It seems to me that they can be tried by this standard: Do they invite nature-ward? Do they leave some question still unanswered, some interest still unsatisfied, some alluring secret yet untold? Then they are safe, if used with discretion. The teacher who holds nature in higher esteem as a source of information than the most attractive book, is the one who dare trust herself to use a book. She will never follow it. Book worship is like a blight; its effects are far-reaching and its attacks are difficult to control.

The old nature study was based on the notion that only remote things had interest. The new is based on the idea that every natural object, even the commonest weed of the fence corner, has a life history which is worthy of the student's attention. Not only this, but that the common man, living as he must among these common, everyday surroundings, would be a happier man if he could see and feel the life about him. So we would make the materials for our nature study the things close at hand, which are easy to get and care for. One month we may get from a rain water barrel some of the tiny wigglers so common there, and most patiently will we watch them in our windows until our



watching is rewarded. When they finally rise from their watery dwelling place into the air we will marvel at their methods, and watching their delicate wings expand we shall certainly see that mosquitoes have their good qualities after all.

While waiting for the mosquito to develop we may plant some squash seeds. These will richly reward our labor. In a week we shall have seedlings in various stages of growth, and if we have any sense of humor we must laugh aloud at their clownish attitudes. The study of germination need never lose its fascination.

Nature study does not conform itself to schoolroom traditions. Its very life depends on informality and naturalness. Its methods are not peculiarly its own, but are based on true pedagogical principles.

Nature study, like charity, should begin at home. Every child who reaches school age has some kind of attitude toward nature. With many children this attitude is a mixture of fear, awe, and curiosity. A teacher friend of mine who taught children from city slums aptly describes the feeling of her charges as follows: "When we find a new insect or plant the first question is sure to be—'Teacher, what does them do to ye?' They seem to think that all nature is 'layin' fer ye.'"

Who is responsible for the children's attitude, whatever it may be? It seems to me it is the mother, who tells her infant that a caterpillar is horrid, a snail disgusting, a plant poison. No amount of nature lessons, sentimental poetry, and the like, can rid a child of such false ideas. We have to contend with these early impressions when training students for the work of nature teaching.

The greatest difficulty in the way of introducing nature study into the schools is not the lack of time, as some may think, but the lack of preparation on the part of teachers. This is a difficulty which time and study will remove. The very worst thing that could happen to the nature-study movement would be to set it on a level with other studies, give it a place on the program, and require it of teacher and pupils. If it comes let it come because it is needed and wanted, and not as an added burden. Let it for some time to come be incidental, recreative, informal, and delightful. Coercion is as a hot wind, withering whatsoever it breathes upon.

The end and aim of nature study is not to make scientists. It never will make scientists of those who are better fitted for other things. It is not to make cyclopedias of universal knowledge of our infants, nor walking compendiums of our youths and maidens. If a child's questions are all answered he comes to think of the teacher as the source of human learning. He becomes blasé, priggish, and unendurable. If he is allowed to make his own discoveries he will grow daily more humble as he contemplates the depths of his own ignorance, and what he does learn will be his own, a part of himself, and his life will be bigger and better for it.

What will true nature study, which is a nature contact, do for us all? It will open our minds, sharpen our senses, and give us something wholesome to think about. It will help us to a better appreciation of literature and quicken our interest in life. It will help make us all happier and better men and women. What more can be said in its favor?

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MAY my life  
Express the image of a better time,  
More wise desires, and simpler manners: nurse  
My heart in genuine freedom; all pure thoughts  
Be with me; so shall thy unfailing love  
Guide and support and cheer me to the end!

—*William Wordsworth.*

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#### HARD LINES.

"IT really is preposterous,"  
In anguish squeaked the Slate,  
"To write upon my open face  
That three and three make eight."  
"It isn't me," the Pencil cried  
(Its grammar was not strong):  
"The fingers make me write it down,  
Altho I know it's wrong."

—*Cassell's Little Folks.*

## NOTES ON BOOKS.

THE two volumes of the annual report of the United States Comm of Education for 1897-98 are at hand, and we hope copies of the same may become the possession of every educational library. The solemn black binding, gilt-lettered, will not deter the wise teacher from "inquiring within." Between the covers we find many pages devoted to a history of the German school system, which is very valuable. Chapter II describes "Summer School in England, Scotland, France, and Switzerland." Chapter VI "Means for Spreading Hygienic Knowledge Among the People," as tried in foreign countries and our own. Chapter XIII is a most valuable and interesting history of "Foreign Influence upon Education in the United States."

The chapter which will appeal most to kindergartners and lower grade teachers, however, is that on "Child Study in the United States." It includes some exceedingly valuable questionnaires with the conclusions based upon their returns, and contains also a long and complete bibliography of Child Study.

THRU the courtesy of Silver, Burdette & Co. we are enabled to present to our readers this month the reproduction of St. Christopher a child, which forms our frontispiece. This picture is one of the illustrations used in their carefully planned series of reading-books called "Stepping Stones to Literature." The very suggestive title expresses admirably the spirit an dominating thought of the series, which is arranged by Sarah Louise Arnold and Charles B. Gilbert. Familiar fascinating rhymes and jingles, together with simple selections from *Æsop*, Stevenson, H. H., and others, form the first stepping stone across the stream of Ignorance. In the second book Longfellow, Kingsley, and Ingelow are among the authors, while Landseer and Rosa Bonheur represent the artists. Successive books in this series of eight acquaint the child in turn with selections from the choicest literature and art, all carefully graded to suit the child's developing needs.

"A Child Study Outline," compiled by Mary F. Ledyard, supervisor of public kindergartens in Los Angeles, Cal.

This outline comprises a list of those books and magazines (chapter, month, and page being given) which deal with a particular subject to which a mother or teacher may wish to refer; for instance, under "Stories and Story-Telling" we find among other references "Children's Rights," Kate Douglas Wiggin and Nora Smith, pages 93-106, and *KINDERGARTEN MAGAZINE*, October, 1892, page 104. Under "Moral Education" is a reference to "Rights of Children," by M. J. Savage, in the *Arena*, Vol. V, page 8. There are nearly two hundred references in all. Invaluable for mothers' clubs.

THREE recent books on Sunday-school work, which treat the subject from different standpoints but are very suggestive, each in its own way, are:

"An Ethical Sunday-school," by Walter S. Sheldon (lecturer of the Ethical Society of St. Louis), Macmillan & Co. Price \$1.25.

"One Year of Sunday-school Lessons for Young Children," by Florence U. Palmer. Macmillan. \$1.00.

"Sunday Afternoons for the Children." A mother-book, by E. Frances Soule. Fords, Howard & Hulbert. Price 75 cents.

More extended notice of these books will be given later.

"Every Living Creature; or, Heart Training thru the Animal World," by Ralph Waldo Trine. Published by Crowell & Co.

This little volume, as its title indicates, aims to awaken and deepen the

feeling of brotherhood with all sentient life. It gives some suggestions for training along these lines. We would recommend that it be read in connection with Miss Bledsoe's excellent article, "Sentimentality in Primary Teaching" in the January number of the *Indiana School Journal*. We cannot forbear mention of the simple, artistic cover design, which delights the eyes.

"Child Verse; Poems Grave and Gay," by John B. Tabb. Published by Small, Maynard & Co. Price \$1.

Quaint and dainty are the fancies expressed in the fore-score or more bits of verse which make up this volume. We give the few lines in which Father Tabb describes the three stages of sleep:

"When he is a little chap  
We call him *Nap*;  
When he somewhat older grows  
We call him *Doze*;  
When his age by hours we number  
We call him *Slumber*."

Is not this a pretty expression of what J. Howard Moore would call the "balance of abilities?"

A DUET.

"A little yellow Bird above,  
A little yellow Flower below,  
The little Bird can *sing* the love  
That Bird and Blossom know;  
The Blossom has no song nor wing,  
But *breathes* the love he cannot sing."

"Almost a Woman," by Mary Wood-Allen. Published by the Wood-Allen Publishing Co. Price 25 cents.

In this little book we learn how a wise mother delicately and reverently imparts to her daughter the knowledge concerning the beautiful mysteries of sex and birth which every young person should learn in time from a loving, sensible counselor. It is woful to think of the many whose first ideas on such high and holy subjects are obtained from ignorant or vulgar sources, because shortsighted or fearful parents have shirked one of their most obvious responsibilities. This dainty blue-covered little book will be a comfort and help to mothers who are troubled and in doubt about the handling of this subject. "Almost a Man," is a similar publication by the same author.

"Educational Nuggets," gathered by John R. Howard. Fords, Howard & Hulbert. Price 40 cents.

Plato, Aristotle, Rousseau, Herbart, Spencer, Harris, Butler and Eliot are the minds whence come these nuggets. The selections given are excellent. They are very suggestive along diverse lines, and interesting as showing how the great educators of all eras have agreed as to main principles which our age is just beginning to actualize. The compilers' few words on the subject in the prefatory note, however, do not reconcile us to the omission of characteristic words from Pestalozzi and Froebel.

The prettily bound little volume will make a good traveling companion, being small enough to fit into a satchel or a capacious pocket.

"Rhymes and Jingles, Jingles and Rhymes; Very good things for Christmas Times." The above is the heading given to a group of thirteen instrumental compositions by Marjorie Dawson. Published by Wright & Co., New York.

They express more or less dramatically the stories of "Bluebeard," of "Bo-Peep," "Little Boy Blue," "Cinderella at the Ball," and others. The book marks a new departure which will interest those interested in music for little ones. It is handsomely printed on deckle edge paper, and is illustrated.



## REPORTS, NEWS ITEMS, NOTES.

**International Kindergarten Union—Seventh Annual Meeting.**—Brooklyn sends cordial greeting from the local executive committee, the Brooklyn Kindergarten Union, and all resident kindergartners, to the members and friends of the International Kindergarten Union, and bids them welcome to Brooklyn April 18, 19, and 20, 1900.

Officers, speakers, and members of the advisory committee will be entertained as guests of the local committee.

Delegates and visitors may apply to Mr. Benjamin T. Butterworth, care Brooklyn Daily Eagle Information Bureau, Brooklyn, N. Y., who will furnish all information in regard to rooms and board. Every application should state whether a single or a double room is required, the length of time the room will be needed, and whether or not meals are desired at the same place.

Rates, \$1.50 to \$3 per day, including meals; \$6 to \$7 per week and up. Rooms without meals, 75 cents per day and up.

Headquarters will be at Plymouth Church, on Orange street, between Henry and Willow streets.

We hope you will come. Kindly let us hear from you at an early date.

FANNIEBELLE CURTIS,

*Chairman Local Executive Committee, Board of Education, 131 Livingston Street, Brooklyn, N. Y.*

**Circular Relating to Railroad Rates.**—1. Tickets at full fare for the going journey may be secured within three days (exclusive of Sunday) prior to and during the first two days of the meeting. The advertised dates of the meeting are from April 18 to 20, consequently you can obtain your ticket not earlier than April 14, nor later than April 19. Be sure that when purchasing your going ticket you request a certificate. Do not make the mistake of asking for a receipt.

2. Present yourself at the railroad station for ticket and certificate at least thirty minutes before departure of train.

3. Certificates are not kept at all stations. If you inquire at your station you will find out whether certificates and thru tickets can be obtained to place of meeting; if not, agent will inform you at what station they can be obtained. You can purchase a local ticket thence, and there take up a certificate and thru ticket.

4. On your arrival at the meeting present your certificate to Miss Anna W. Williams.

5. It has been arranged that the special agent of the Trunk Line Association will be in attendance to validate certificates on April 19. You are advised of this, because if you arrive at the meeting and leave for home again prior to the special agent's arrival, you cannot have the benefit of the reduction on the home journey. Similarly, if you arrive at the meeting later than April 19, after the special agent has left, you cannot have your certificate validated for the reduction returning.

6. If the necessary minimum (100) is in attendance, and your certificate is duly validated, you will be entitled up to April 24 to a continuous passage ticket to your destination by the route over which you make the going journey at one-third the limited fare.

For further information address Benj. T. Butterworth, Chairman Transportation Committee, care of *The Eagle*, Brooklyn.

FANNIEBELLE CURTIS,

*Chairman Local Executive Committee.*

**The Mother's Class**, a branch of the St. Louis Froebel Society work, held its regular weekly meeting February 23. Notwithstanding the steady downfall of cold rain 150 mothers and friends of children came to get the words of help that Mrs. Cornelia E. James, principal of the Cincinnati kindergarten training school, had to give. She is herself a mother, grandmother, and "professorine." This profitable hour was followed by another address from the same able speaker on the following day at the regular monthly meeting of the St. Louis Froebel Society, subject, "The Child in the Kindergarten."—*Sallie A. Shank, Cor. Sec'y St. Louis Froebel Society.*

Froebel made the nature of the child the center of his system, and came closer to the little child than any of the great educators preceding him. Have we been following closely? In her wide experience among mothers, Mrs. James said she could voice the sentiment of a renowned physician who had said he found the college graduate as ignorant of the proper care of little children as the wife who had once served in the factory. If this nation is to take the place among nations intended by God that it should hold, more attention must be given to the development of the body. We talk about the threefold development of the child in his threefold nature, and yet give little heed to his body. Do we realize that in the use of the material and towels in our kindergartens, by improper ventilation and room space, there is great danger of spreading disease?

Prevention is better than cure. Less money would have to be spent for hospitals if more were spent for proper buildings for the young, and for the training of teachers and mothers of these embryo citizens.

The nursery, kindergarten, and primary are of more importance than the high school and university, for of what advantage are Harvard and Yale if we bring to them students with senses undeveloped and bodies warped? Rather than so much study of gift sequences would we have a study of the motor ability of the child in the kindergarten—signs of fatigue, overwrought nerves, etc.

Physical traits accompany certain mental conditions. The body is to the soul as an instrument to the musician, and the child can only give best expression of soul when his body is perfect. We know mind thru the brain; affect the brain and you effect the mind.

The children in the heart of a great city, deprived of sunshine, birds, blue sky, all the voices of nature, and the natural accompaniment of child life, lead restless, dwarfed lives.

Insufficient food and sleep, with poisoned air, will surely arrest development. Fatigue is evident and the effect of fatigue is loss of self-control; the child becomes cross and irritable. More crimes are committed at night because humanity is tired and more susceptible to temptation. Such children as these I speak of need different work from other children. Plenty of air, exercise, excursions; a kindergartner abounding in life, warm-hearted, as well as one with a trained head. A tired, half-sick, nervous kindergartner imparts her condition to her children; she must make her own life pure-minded, aspiring, good, true, and beautiful. What she would be must be expressed in manner, deed, and word, and the child will shape his life by her lofty ideal.

The kindergartner must supplement the mother's care. The kindergartner and primary teacher must help each other, that there be no radical change in moving from one to the other grade; then will the child be ready and eager to learn, trusting, happy, free.—*Jennie Taylor, Rec. Sec'y St. Louis Froebel Society.*

THE regular monthly meeting of the Chicago Kindergarten Club was held on Saturday, March 10. The subject, "The Training of the Will," was discussed by a group of nine members, with Miss Elizabeth Harrison and Miss Miller as leaders.

The psychology of the will was given a threefold division:

I. The development of the will under this head were considered—

1. The conception of the will as will.
2. The will as determined by something besides self.
3. Free will.

II. The moral will, and under this were considered—

1. The moral will as a deed, including intention, knowledge, and motive.
2. The moral will as to its end—pleasure, benevolence, etc.
3. The ideal end, i. e., the willing of universal will—good, evil, virtue, which is the mastery of evil by good.

III. The institutional will, or that consent of all men, for the sake of all, to obey certain restrictions of freedom.—*Lizzie Whitcombe, Cor. Sec'y.*

At the group meetings several questions arose which it was planned to discuss at the regular monthly session of the club, but there was no time left for this after the reading of the papers. We give below some of these questions, as they may be suggestive to other clubs:

Should a child ever be made to obey if he cannot understand the reason?

How soon should the negative be allowed to come to the child?

Can will be exercised before ideas are conceived?

Can a child's will be trained without his commingling with his peers?

What are some of the sources of indecision or inaction?

How far can will be trained thru bodily attitude?

**The Cornell Summer School.**—The new announcement of courses for the Cornell University summer session for 1900 is at hand. Among the names of the men who will give instruction at that time we notice especially those of Prof. Hiram Corson, long celebrated for his teaching of English literature at Cornell, and Prof. David Kinley, of the University of Illinois, who offers courses in civics and political and social science. Another new name is that of Prof. E. B. McGilvary, lately called from the University of California to the Sage professorship of moral philosophy at Cornell. He offers courses in ethics. Over eighty courses in all are to be given during the summer session. They cover a wide range of subjects.

Limitations of space and teaching power alone prevent an attendance of several hundred teachers at the unique courses in nature study offered by Professors Roberts, Bailey, and Comstock. As it is the attendance must be restricted to about one hundred persons. Previous classes, however, are encouraged to continue their study of nature into its more scientific aspects in the regular science departments of the summer session.—*The Teacher.*

ITHACA is having an interesting experiment. Prin. F. D. Boynton of the high school has a training class of little children in charge of Mrs. Sara D. Jenkins. He has made an experiment which satisfies him that as much will be accomplished in one hour as in five hours with little children. Mrs. Jenkins has had the class divided into groups of twelve children each, and each group is at school only one hour, and as much has been accomplished in one hour as has been previously accomplished in five. Mr. Boynton tells me that he is thoroly satisfied that any good teacher will do as much with twelve little children in one hour as with forty-eight in five hours. It is well worth testing on a large scale. If it is feasible, it will reduce schoolhouse expenses amazingly.—*American Primary Teacher.*

FROM the annual report of the Minister of Education of Ontario we learn that the system of kindergarten instruction, first introduced into Ontario in 1882, and subsequently made part of the school system of the province by the Public Schools Act of 1885, has met with encouraging success. A report of the pupils receiving instruction in this way was first made in 1892. The report showed that in the short space of ten years 69 kindergartens were established, with 160 teachers, attended by 6,375 children under six years of age. In 1898 the number of kindergartens had increased to 116, with 240 teachers, attended by 11,083 pupils under six years of age.

GOOD news came to us recently from Buenos Ayres. So great is the increasing demand for kindergarten materials in that progressive city of Brazil, that a business house for the sale of kindergarten supplies has been opened there by J. E. Eccleston as representative of C. F. Hammett & Co., of San Pablo. Mr. Eccleston writes that "the kindergarten system of education is at last beginning to make good progress, and the present Minister of Justice and Education in a message to Congress on reforms in education stated that it should be made the basis of all other education. New ones [kindergartens] are being started; the private families of means are inquiring for private ones, and even kindergarten governesses are wanted by some families."

AT the invitation of Harvard University one thousand Cuban teachers will attend, free of charge the Harvard Summer School. As planned now, government transports will convey the teachers to Boston, where they will spend six weeks in study at the university, and then make an extended tour of six weeks thru the principal cities and towns of the United States.

DR. M. P. E. GROSZMANN, formerly superintendent of the ethical culture schools, and more lately of Milwaukee, Wis., has been in New York during the past week. Dr. Groszman is on his way to his Virginia residence, Come-nius Grove, where he expects shortly to start a unique educational enterprise—a school for the care of abnormal and anæmic children.

AT a recent meeting of the Jenny Hunter Kindergarten Alumnae Association of West 127th St., New York, Miss Helen Kendrick Johnson gave an instructive talk on civics, dwelling on the influence of women as citizens and as teachers of good citizenship. Miss Hunter also addressed the meeting in a few words.

THE Normal School of Philadelphia has added a third year to its kindergarten course as a result of last year's successful trial of a post-graduate course. The annual report of the superintendent of public schools of that city contains a suggestive review of the work and worth of the summer playgrounds.

THE Philadelphia Society of Froebel Kindergartners held its regular monthly meeting on Saturday, March 10. The president, Mrs. M. L. Van Kirk presided. Mrs. Van Kirk introduced Mrs. George Needham, who spoke most interestingly of the kindergartens in China and Japan.

ARE you going to attend the Toronto Educational Association on April 17, 18, 19, or International Kindergarten Union at Brooklyn, N. Y., on April 18, 19, 20? If so, call on agent of Grand Trunk Railroad System at 249 Clark Street, corner Jackson Boulevard.

MISS ANNA W. WILLIAMS, director of Philadelphia kindergartens, and one of the members of the board of editors of *The Teacher*, has been requested to give a course of lectures during the summer before the Summer School of Methods, Grand Rapids, Mich.

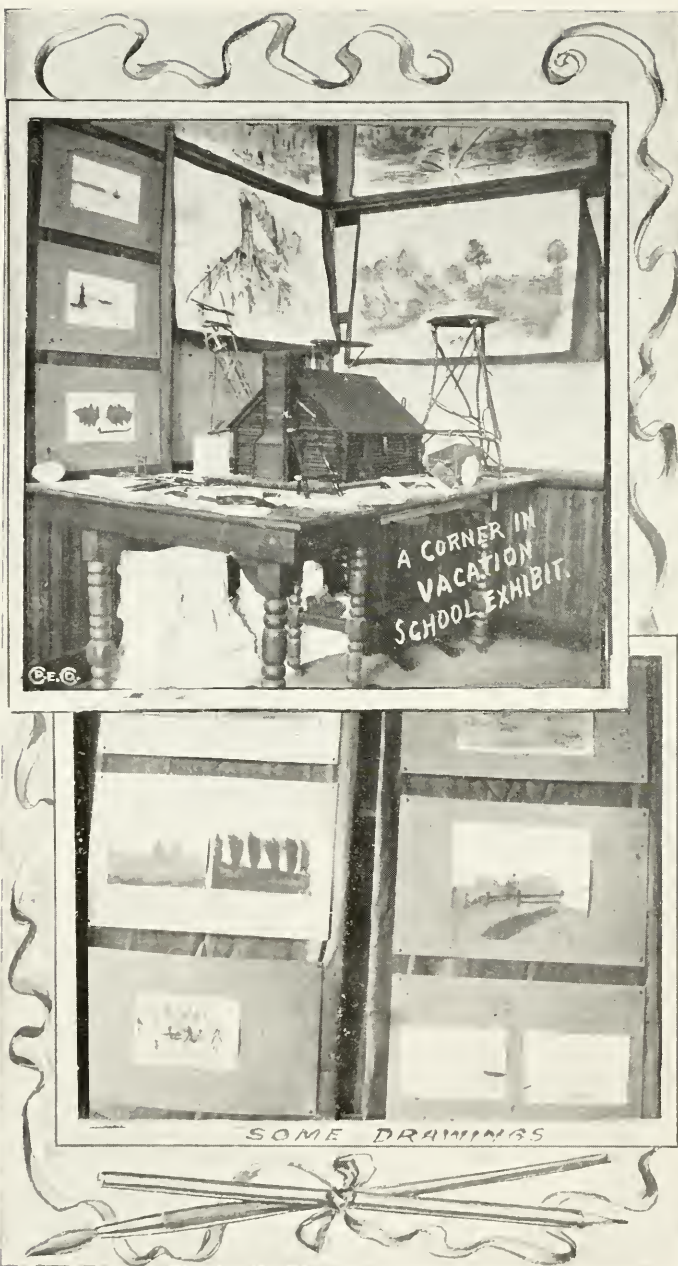
THE Perry Pictures Co. are now publishing beautiful *extra size* reproductions of the favorite masterpieces, which will find a warm welcome in all schools. They are on paper 10x12 inches, and are of a very pleasing soft brown tone.

THE Pennsylvania State Teachers' Association will meet at Williamsport, July 5 and 6. Miss Mary Adair, Kindergarten Training Department, Philadelphia Normal School, will read a paper on "What Kindergarten Will Do for a Child."

IN her annual report Supt. Estelle Reel, of the Indian schools, pleads for compulsory education, and recommends that stress be placed upon industrial rather than literary training for the Indian children.







CHICAGO VACATION SCHOOL EXHIBIT

# KINDERGARTEN MAGAZINE

*Vol. XII.—MAY, 1900.—No. 9.*

NEW SERIES.

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THE CHICAGO INSTITUTE.

MRS. MARION FOSTER WASHBURN.

THIS month witnesses a celebration at Quincy, Mass., of the quarter-centennial of the beginning of Colonel Parker's work there. Two months later the Summer School of the Chicago Institute opens. Quincy and Chicago, the East and the West, the old, conservative, careful New England town, and the big, bustling young giant of the Mississippi Valley, together feel the effects of the new movement in education—that movement which is still new, tho started by Pestalozzi and Friedrich Froebel more than a century ago; that movement which will be new and strong a century hence. It is fitting that an educational thought which started in Germany and Switzerland, those studious old countries which nevertheless kept the love of childhood warm at their hearts, should be transplanted to the new world, and there, in the east and the west of it, be brought to its full growth.

The Chicago Institute, Colonel Parker's new school, so richly gifted by Mrs. Emmons Blaine, will be the first school since Froebel's death to carry out his principles, not only thru early childhood, but thru youth and early manhood and womanhood.

The work in Quincy was but the beginning of better things to come. When the Quincy school committee, headed by Charles Francis Adams, found that the children in their schools were writing by rote without any thought, were figuring without any idea of what they were figuring about, were reciting lessons without any idea that they meant anything but so many good or bad marks from the teacher, it determined that something should be done. The something proved to be the engagement of Col. Francis W. Parker, then fresh from the universities of Germany, to take charge of the schools and teach the children something that would

be of use to them after they left school. He went to work in what doubtless seemed to him, in whom greater things were already seething, a very moderate fashion. He abolished the text-book as such, tho he retained it as a guide, and would not tolerate rote-learning. He did not mark the children, nor examine them. In reality they had never been so thoroly examined before; but as it wasn't on paper, marked on a scale of a hundred, the children themselves did not suspect the fact. The alphabet, too, was abolished, and the children learned words as wholes, learning to write and read them as they needed them for expression of genuine thought. The schoolrooms began to blossom with flowers and pictures; children took excursions into their own home fields, and learned to know them as they had never done before. They discovered, for example, that they were living on a peninsula, a fact hidden from the graduate students of geography up to the Colonel's day.

All these things naturally roused a storm of protest and comment, in the midst of which the Colonel was made supervisor of the Boston schools, and was afterward called to Chicago to take charge of the Cook County Normal School, then in its infancy. He found a big, red brick building, with little pointed cupolas stuck all over the roof, standing in the midst of twenty acres of unimproved prairie. There was a small training class, and a practice school of only two rooms. All around stretched the raw, new suburb of Englewood, not at all desirous of being made the seat of an educational war. One feels an involuntary pity for the poor people, just settled into homes of their own, still full of the stress of life in the newest city of a new country, with something of a desire for peace and traditional culture, and no desire at all for educational polemics. Yet Englewood was, for the fifteen years of the Colonel's principalship of the Normal, the center of the school war which has amounted practically to a revolution.

The war was between the traditional methods of attaining culture—the mediæval ideals of the acquisition of knowledge for the sake of position—and the modern methods of fitting the child for his work in life, of developing him body, soul, and mind, of character-building. Traditional culture was born in a convent. It was intended to make scholars, preachers, writers, elegant gentlemen and women. It was never intended for the people—still less for a self-governing people. That the German government



should do its best to stop Friedrich Froebel's work, and that his thought should only reach its full development in a republic, was a matter of course. The new education is practical, but it is also ideal; it demands that its ideal be put into practice. The trade-school spirit is not part of the new education. It, too, belongs to the middle ages, to the times when the guilds flourished. The new education takes up manual training, to be sure, but not in the trade spirit—rather in the art spirit. It is taken up just as other modes of expression are; just as Froebel took up the manual occupations of the kindergarten, which are as much needed by the prince as by the peasant. The new education trains the child to do practical work, makes him capable of earning his livelihood, but at the same time teaches him what life is, and how to enjoy it worthily.

The battle raged around the Cook County Normal School for fifteen years. At every step the devoted teachers were hampered and stopped. They were compelled to stand and deliver the faith that was in them. Colonel Parker often says it was the best thing that could have happened to them. It compelled them to think hard, to be steadfast, to know the reason of what they did. But by and by it began to be apparent that this stage was past, that any further hampering would seriously cripple the work. Then it was that Mrs. Emmons Blaine came to the rescue.

She is a daughter of Cyrus McCormick and a daughter-in-law of James G. Blaine. She has a little son, her only child, and in searching for the right school to which to send him she found the Cook County Normal School. Amid all the difficulties under which the teachers there were laboring she saw what they were working for, and proved the sincerity of her approval by sending her little son ten miles every day to attend the school. Then she offered to make it possible for the Colonel to fully realize his ideal, as far as freedom from interference would make it possible. At first he rejected the tempting offer, feeling that his work lay with the public schools; then he saw that the surest way to convince the people, including the public school-teachers, was to put before them the things he believed in actually accomplished. A few years of unhampered activity would effect this; many years might not suffice at the rate he was permitted to progress in the public schools. He resigned the principalship of the Cook County Normal, then became the Chicago Normal, and accepted the

presidency of the Chicago Institute. The Chicago Institute carries three regular courses of study—the Academic, Pedagogic, and the Summer Course. The Academic School includes all grades, the kindergarten and the high school, and prepares pupils to enter college. The Pedagogic School is for the training of teachers, as its name implies, and is open only to graduates of high schools, normal schools, or colleges, or to teachers who have had three years' successful experience. These requirements are intended to raise the standard of teaching excellence. Students will not be graduated from the Pedagogic School until a high order of attainment has been reached, and in some cases not until they have taught for a limited time in positions where their work can be inspected by members of the faculty. Students who are graduated are assured of a position immediately upon leaving the school. The Pedagogic School will include a kindergarten training class.

The Summer School is open to the public; there are no entrance requirements. It is especially designed to assist teachers and parents. Recognizing the needs of parents, and the importance of their coöperation with the school, the faculty of the Summer School will present a lecture course open to the public, and especially designed for parents. A monthly publication will be issued by the Institute, enabling parents to follow the work of their children and to supplement it at home; and courses in domestic economy, home nursing and hygiene will be given without entrance requirements. The care, treatment and home training of children will have a course all to itself.

Altho the fine botanical gardens of Lincoln Park are just across the street from the school, still there will be a garden in the school grounds, where the children can dig and work and study the result of their own planting. This will not interfere with the large playground, where there will be no sign of "keep off the grass," altho the grass will be there. A playmaster will help the children to utilize this field to the best advantage, and will organize them into ball-teams, and teach them all the other games which have long delighted the human race.

This school, the very front of the movement known as the new education, will be situated on the North Side, opposite the conservatories in Lincoln Park. It is not yet built, but will be ready for occupancy next fall. The Summer School, which is

open to all, and which inaugurates the work of the Institute, will be held this year at the McCormick Theological Seminary, a few blocks from the site of the Institute. This Summer School is another survival of the Cook County Normal. Every year, for the past ten years, a large concourse of teachers has gathered at the Normal to find out what was really back of this movement about which they heard so much—what the new standards were by which they already felt themselves measured. Last summer nine hundred teachers were in attendance, and did serious work by way of fitting themselves to teach science, drawing, and other branches in which they realized their deficiency. This year, before the Summer School announcement was out, nearly three hundred inquiries had been made at the office of the Institute.

The plans for the new school show many interesting features. There are three museums, four laboratories, three manual training rooms, three domestic science rooms, including a dining-room, a large gymnasium, a spacious assembly hall, a library and reading room. In the basement is a natatorium, with a large swimming pool and shower baths; and on the first floor is a playroom, with a completely equipped theater at one end. Here the children will be encouraged to act out the chief events of the history they are studying, to dramatize the myths and stories they hear, and to write and act out dramas of their own. Who knows? Perhaps the great American drama, so long prophesied, may have its birth in this miniature theater. It is certain that there will be little hampering by tradition, and that freshness and spontaneity will be marked features of the plays therein presented.

Colonel Parker says he means to make the children who come to the Chicago Institute think that they have made a blessed mistake and got into Heaven instead of into school. Certainly some of the characteristics of the best Heaven we can conceive will be present—freedom, love, and wisdom.

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### BABY'S SKIES.

WOULD you know the baby's skies?  
 Baby's skies are mamma's eyes.  
 Mamma's eyes and smile together  
 Make the baby's pleasant weather.

Mamma, keep your eyes from tears,  
 Keep your heart from foolish fears,  
 Keep your lips from dull complaining,  
 Lest the baby think 'tis raining.

—*M. C. Bartlett in St. Nicholas.*

## TYPICAL CHILDREN'S STORIES FROM THE GERMAN OF THEKLA NAVEAU.

(TRANSLATED BY BERTHA JOHNSTON.)

### THE PTARMIGAN.

**H**IGH in the mountains, between the rocks and the briers' a beautiful, variegated ptarmigan had built its nest, laid its eggs, and hatched six young chickens. In good weather the heedful mother led her little ones out to seek for food. They went into sunny fields and grassy places where they found buds and grass seeds, and ran in and out of the hedges, and pecked the shoots of the green bushes; or the mother scratched in the earth, and if she found little worms or beetles, called her chickens to the delicious meal. The little ones kept well and the mother rejoiced in the health and growth of the dear little creatures.

One day the hen had gone with her young ones to a beautiful rocky way where they found savory food in the sunshine. Here, while the little ones were at play, she heard in the distance the cry of a vulture. Then, with anxious cluck and timid glance around, she called the little ones under her wing, and so ran with them along the path to the protecting hedge near a pile of broken rocks. There the little ones knew what to do, and each was quick to seek for itself a good hiding place. One ducked under a big bush, another went behind a brier stump; here one slipped into a crevice in the rock, another under a hollow, overhanging stone; and so well and so closely did all hide that no eye could discover them. At last, when she saw all her children in safety, the hen flew up and hid herself in a thorn bush which the vulture with his big wings would not be able to get thru.

Now the mighty bird rushed forward upon powerful wings, and looked around with gleaming eyes and greedy glances, but the hen and her young ones sat still in their hiding places till the robber was gone. Then when he had disappeared, and the place was again safe and still, the big hen flew down, coaxed the little ones out, and played happily and merrily with them till evening.

### THE CHICKENS.

Spring had come, warm breezes swept thru the valley, and all the seeds that were in the ground began to swell. Then the



housekeeper carried a large basketful of eggs into the henhouse and called to the fine, beautiful hens to come and sit and brood upon them.

Three long weeks one faithful creature sat upon the eggs and warmed them with her breast and her thick feathers, and the little chicks inside grew and became alive.

Quietly the good hen waited for the day when the little ones would break the shells and creep out of the eggs. She seldom left them, except that every morning she would leave the nest for a couple of moments to pick up a few grains of wheat or drink a swallow of water.

At last one morning the housekeeper came into the room where the older sister, Marie, had just dressed the little ones, and said: "Mariechen, if you would like to see the little chickens come out now." Marie nodded, took Clärchen and Bertha by the hand and led them softly to the box. The housekeeper threw a handful of wheat kernels before the door and so coaxed the hen from the nest. Marie knelt low before the eggs, raised in her hand a little chicken that had just come out, and showed to the little sisters the rosy-red bill with which the little creature broke the shell from within, and the little head with the dark, shining little eyes, and the delicate feet, and fine down in which the little chicken was dressed. Bertha and Clärchen looked at the wee thing with the greatest delight and ventured not to touch it for fear of hurting it. Marie warned the children never to go alone to the nest, as the hen does not like to have her little ones disturbed during the brooding time, and often strikes violently with the wing, and bites. She stood up and left the box, with the children, in order not to separate the hen from the chickens any longer, and on the next morning all the eggs were hatched and the happy mother came out with her little ones into the yard.

#### APRIL.

FIRST the blue and then the shower;  
 Bursting bud and smiling flower;  
 Brooks set free with tinkling ring;  
 Birds too full of song to sing;  
 Crisp old leaves astir with pride,  
 Where the timid violets hide.  
 All things ready with a will,  
 April's coming up the hill.

—*Mary Mapes Dodge.*

## WAYS AND MEANS IN THE PUBLIC SCHOOL KINDERGARTEN. III.

(BY A KINDERGARTNER.)

THE blessed season of life's renewal is once more visible in song, color, and all active gladness. Borne out of the silence of the earth, with no hint of the wonder in the gray overarching sky, yet suddenly all nature sounds the prelude of that wonderful song of the seasons which has as its foundational motif, Life, Life more abundant.

With all her apparent vagaries nature is true to her appointments, and robin and swallow, crocus and violet, herald the oncoming spring.

The day and hour having arrived we sally forth bearing our carefully hoarded seed packets, and hauling a wagon-load of oyster shells wherewith to indicate the boundary lines of the garden bed.

The school garden has been divided into equal plats, and by the courtesy of the older children our little patch is located in the corner of the south wall. After last year's rather unfortunate experience we have decided to plant only such seeds as are persistent under all discouragements, and as most flowering plants have a weakness for attention we select some of the hardy vines, and that expansive giant castor-bean. To the reverent mind it must ever seem a very wonderful thing that out of these tiny seed caskets should spring such strange and beautiful plants. Opening their hearts each year to the new call they patiently, and with many queer devices when beset with difficulties, seek to forward their growth to a full and perfect fruition.

'Tis not strange that the human soul feels this flower evolution to be an illustration, in miniature, of its own life, and strives to push the parallel as far as possible. From a kindergarten standpoint this comparison offers much food for thought.

Here are our opposites: first, the seed folk that Mother Nature nourishes into life and beauty; and, on the other hand, the human germs we are striving to place in the right environment.

Our point of contact, very significantly, being the school playground, is not the connection very apparent? The differing degrees of life helping each other up the rounds of progressive manifestation; the children making possible a larger plant expression, the plants calling forth a more complete human recognition of the oneness of all existence.

Also, how like our own struggle (professionally speaking), will be the effort of this silent tho eloquent life. In the first stages they are so tenderly cared for, given the best conditions circumstances permit, and then, when tending thriftily upward, suddenly left to stand alone, fortunate if strong enough to shift

for themselves. If the heavens are kind sustenance is rained upon them, but alas for those days of sultry weather when too great heat descends! In the pitiless glare the immature life shrinks and withers till it bears but a sorry semblance of its youthful freshness.

We, too, have been carefully nurtured; teachers and leaders have given us individual and loving attention. But here we stand, thrust forward into the arena where clamoring and contention as to rights and prerogatives hold sway, wondering just what are our duties as a vital part of the professional fabric. Unless we discern wherein our power has its source we too shall wither and shrink into a condition of unfruitfulness.

There is no one to step in and close the circle; no one to unite adjacent interests; no one to gather the combined power and weave it into new expression for the good of all.

We are professionally still individualistic, yet perhaps this is better than living under monarchical rule, at least it seems an inevitable part of the transition period.

That we are in this maelstrom of clamors for rights, rights, rights, shows that we have a part to play. Being kindergartners, dealing with the fundamentals, the beginnings of life (which nature always environs with the quiet conserving forces), it is manifestly our business to develop these germs, from which will flow the power of the coming civilization. The mother, the shepherd, the gardener, does not consider primarily personal rights. The mission of such is to proclaim the sanctity of the duties of life. 'Tis their great privilege to generate an atmosphere of loving responsibility, and to such natures we look for guidance when we fain would reach upward to a higher level. This, then, is our mission in the present-day tangle of conflicting forces. We must minister unto hungry souls; we must point out the relationships which underlie and unite all opposites. We must cease elbowing for our rights and show how wonderful are our privileges, and above all we must unite our scattered forces. Granting that we are pioneers in a new country, exploring oftentimes alone and unsupported, yet if we are ever to enter the promised land we must do so as a united band; only then can we build a temple worthy the Most High. Meanwhile, let us pray that the Master-builder shall not linger, and let us do our part in preparing for that better time by making more accessible the way which we have trodden so stumblingly.

As interpreters of a great work it is beneath us to falter and contend over discoveries of others. It is beneath our dignity to privately concoct schemes whereby we may outrun all others, securing the fairest privileges that ostensibly we may promote the good of the cause.

We malign the spirit of our great name when we are other than just, generous, and loving to all. Thru all ages have the great

souls taught us to beware of the desire for personal aggrandizement. We must learn to recognize this desire in its first beginnings, and realize if allowed to attain full estate it will mean death to freedom and fellowship. It is always the manifestation of the monarchial spirit, and that spirit is entirely foreign to the kindergarten instinct.

How our thoughts ever find objective illustration. Here comes Isabel, in trouble of course, her face a very pucker of knots. "Oh, teacher, Peter's got my spade and he says he ought to keep it 'cause he can dig better'n I can."

Ah, Peter, my boy, what a mirror are you of our common human frailties. How long shall we older ones continue to teach by example that "might is right." Meanwhile, what of the seeds? The small despot is finally brought to understand that if a garden is our desire we must put aside personal ambitions and plant the seeds.

Blessed is the child spirit, for with such to recognize is to do. The castor-beans are tucked away in the warm earth, and John prophesies: "They'll have their heads out in no time. You see," says this experienced laddie, "they get so warm they can't stand it and they bust right out."

The homely words comfort my weariness of mind. When the force of truth's light shines upon us long enough we too will burst this shell of "preconceived opinions" and rise to a higher plane of realization. We hold a council after digging the trough for the nasturtiums, and consider whether there should be several in a group or placed along singly. "I know they want company," is Florence's emphatic decision, and so in companies they go. Over in one corner batchelor buttons and marigolds hold possession, while close to the wall rest the seeds of the morning-glory, wild cucumber, and squash vines. These the other kindergarten divisions planted, and each day one group attends to the needs of the "flower folk." The edge of the plat is decorated with oyster shells, and the long narrow bed is at last "all made."

As we leave the schoolyard some pigeons fly down, saluting the onlookers in their funny pigeon way, and at once the children begin to question why we cannot have a pigeon-house. Certainly another year that shall be our ambition. Just now our pets are chiefly imported for the occasion, or we go abroad in quest of specimens of the animal creation. We have had a mother hen as visitor, also cats, dogs, rabbits, and a bird.

We frequent a near-by bird store, but find most pleasure in our visits to the homes of friends who possess pets of various kinds. There are the barns where horses, dogs, and chickens can be seen, also the house of the "friendly woman" who keeps some pigeons. To these we carry food, and search for all those whose names we can remember as they gather at our feet.

Then there are two cows in a field not far away which prove



an unfailing delight and mystery. That these creatures give people milk to drink is wonderful indeed. Some day we will carry our clay with us and set up an outdoor studio.

A little park, within walking distance, is the source of unlimited joy to the children, and we frequently take our paints with us when visiting it, for we find the work done out of doors really has life and movement in it. Here they have an atmosphere which of itself provokes vitality, and this is reflected in their painting. Also the feeling for color masses, distance, and the relationship of objects has its effect on their impressionistic work.

Regarding the amount of nature work we can do, it certainly has been proven past a doubt that the good mother is always awaiting us in the most unexpected places. We have but to seek diligently, and behold! one treasure after another she reveals to us. If we but have eyes to see and wills that dare investigate we shall surely find, even in walled squares and tenement abominations, some of nature's handiwork. To those who have to meet the exigencies of this problem of the city we can say: "Take courage; familiarize yourself with your district and its people and you will find much to make your heart rejoice." What is lacking in the kind and quantity nature offers on the one hand will be compensated by the quality of appreciation on the other.

Our return from outdoor excursions is always greeted with delight by the other children, and we sit down on the circle and share our treasures with them, while they tell us what they mean to find when it is their turn to go abroad.

One cannot but be reminded by such interchange, that if there was an equal interest on the part of the many members of this profession of ours we would not long endure existing conditions.

Why do we not have neighborhood conferences where kindergartners in the same districts could share their joys and sorrows? Why do we not have central conferences of the practical, uncelebrated workers where successful plans could be shared, and troublesome conditions discussed? Why do we allow ourselves to stand apart and criticise other schools as tho outside the pale of kindergarten inspiration? Is it because we are only dealing with the letter of the law? Have we not yet been vitalized by its gospel? If the kindergarten is to attain to higher possibilities we must enter into the spirit of its meaning.

All life is one, and our business is to see that the different aspects are brought into harmonious recognition. We cannot lead the little ones into ways of justice and peace if we ourselves do not put all class selfishness from us, and join hands with our neighbor to help perfect the Great Circle.

"Life toucheth still this secret,—  
That none can find his good,  
Save as one happy unit  
In one grand brotherhood."

SOME OF THE ANSWERS TO A QUESTIONNAIRE PRESENTED TO KINDERGARTNERS OF CHICAGO  
BY THE CHICAGO PUBLIC SCHOOL KINDERGARTEN ASSOCIATION.

**I**N arranging a program for the March meeting of the Chicago Public School Kindergarten Association, the board of directors selected subjects suggested by Dr. Stanley Hall's recent article in the *Forum*.

A list of questions was carefully prepared, the answers to which formed the subject-matter of papers presented at this meeting. The discussion which followed the presentation of the papers was most spirited; the meeting was full of life and interest, and we are greatly pleased to give to our subscribers the answers to some of these questions, which concern all kindergartners. Our readers can judge for themselves of the great value of such a questionnaire as a factor making for definite, genuine advance in our chosen profession.

We give first the list of questions which were sent to sixty-five directors; unfortunately but a small proportion (thirty-eight) responded.

State the location and dimensions of your room; number of windows; how ventilated; and your membership.

What attention do you give to the hygienic conditions of toilet rooms; soap and towels; clay and sand; soap-bubble pipes and drinking cups; blocks, beads, etc? What consideration do you give to the physical welfare of children with reference to fatigue? Do you recognize fatigue periods? Have you observed ill effects from undue stimulation at times of special work for holidays, etc? Do you give opportunity for complete relaxation?

What exercises do you use for purely physical development? What value do you place upon dancing, rhythm work, etc? How much time do you give daily to activities that appeal particularly to the hand and eye? Do you take outdoor walks? Do you have a recess period? Have you a garden?

Name all the song books used in your kindergarten in the order of their preference. What songs do you use from sources other than kindergarten books; folk songs; street songs, etc? Do you have your children listen while others sing to them? Name ten favorite selections of instrumental music used in your kindergarten and indicate purpose of each. What has been your experience in having children interpret instrumental music? Do you use rag-time? Have you any instrument other than the piano; if so what?

What methods do you employ to increase vocabulary and lead to correct use of languages? Do you consider language value of

subjects when arranging program? What kind of stories do you consider appropriate for kindergarten use?

Do you use all of Froebel's gifts and occupations? If not which have you eliminated and why? Name other materials used and give reasons for their use. What kind of drawing or picture expression do you use? Do you have dolls, toys, etc? Have you birds or other pets in your kindergarten?

Have you a definite place of work for the year? Would you favor a uniform curriculum for the use of public school kindergartens? If so, why? If not, why not? Of what particular value has child study been to you in your work? With what modern psychologists are you familiar? What study have you made of the general history of education?

#### HYGIENE.

The answers to the first group of questions, those on hygiene, brought out the facts that the average room was 28x32 feet, the poorest condition reported being one 20x30 feet, with a membership of 48 children. It was heated by a stove. The nearest approach to an ideal room was 32x26 feet, with an alcove 13x13 and a large bay window; 50 children in average attendance. Eleven out of 38 rooms were in the basement; all but 4 out of the 38 reported morning sunlight. All but two of the rooms have ventilating systems, tho the report states that "Some of the unsystematic fresh air comes in, too, thru those windows, which average six to a room."

As to the toilet apparatus, the reports show very fair hygienic conditions as to cleansing, disinfecting, and automatic flushes; 2 report bad conditions, and 10 out of 37 use the general toilet rooms of the school. "The ideal suggestion under this head is of a bath matron who attends to toilet and bath, even using disinfectants in scrubbing the floors, as well as cleaning."

Nearly all of the kindergartners report fresh towels supplied by themselves; one reports twenty-five in use, while one teacher has a towel for each child (which suggests the problem of meeting laundry bills). "Care in providing cloths for children with sore hands and eyes" is reported in several cases.

Nine kindergartens allow children to take home the clay; almost all the rest use disinfectant (Platt's chloride being preferred). The sand is not so well cared for; is seldom changed or disinfected. Many use glasses instead of tin cups, the Board supplying the number needed; some suggest the use of straws instead of pipes for soap-bubbles, as they can be afterwards thrown away. Five report necessity for scrubbing and cleaning blocks; such a process is seldom required.

The fatigue conditions were met in much the same way by all: by change of activity from work to play; by variety in the games, some being active, some more reposeful; by short periods of work,

and by having work which requires the most sustained effort in the earlier part of the morning. Some are very careful in watching for fatigue signs; a nervous child is taken away into a quiet corner; a tired child is sent home; a luncheon is given to those who need it. Other things done were: giving periods of complete relaxation; listening to quiet music; singing lullabies or simply resting; planning table work which avoided too much precision and intensity; discouraging hurrying or "beating" as a form of emulation which leads to nervousness. Many met the problem of over-stimulation at holiday times; first, by beginning work early in the month; second, by planning simple work, and, as an outcome of the fulfillment of these two conditions, the reposeful attitude of the director.

(Condensed from reports summarized by Caroline W. Barbour.)

#### PHYSICAL EXERCISE.

Four laws governing physical exercise, and around which the following questions naturally group themselves, are: 1, The law of quiet. 2, The law of economy of force. 3, The law of self-forgetfulness. 4, Law of freedom.

The first question relates to the opportunity given for complete relaxation. In twelve out of thirty-seven answers the following definition of relaxation was used as the basis: Relaxation is the withdrawing of all energy from the motor nerves and concentrating at the center for redistribution. In these answers times of resting, silence with soft music, were allowed.

The remaining considered relaxation as a complete change of occupation, and met the need with twenty-minute periods of free play with toys and dolls, with relaxing games, breathing exercises and lunches. The list of exercises for purely physical development was a long one. Skipping, hopping, running, jumping, tag, ball, bean-bag, climbing ladders, imitating of animal activities, jump rope, see-saw, marching, skating.

One, two, three, four, march around;  
Clap in time with merry sound;  
Now on one foot we can hop,—  
One, two, three, four, five, six—stop.  
Now with dainty step we run;  
Now we tramp—oh what fun!  
Hey, ladder! ho, ladder! climbing to the sky;  
Rubber ball and bean-bag toss as high.  
This is the time for fun and play,  
I'll snowball you this very day,  
While skaters glide and faster slide.  
Jenny shall a new jump-rope bring,  
And we'll run like animals round the ring;  
One little doggie with a bow, wow, wow;  
Two cunning pussy cats, meow, meow, meow;  
Three little rabbits with a leap, leap, leap,  
Four yellow ducks from the duck-pond deep.  
See-saw, see-saw  
This is the way to play Margery Daw.



Professor McClintock says marked activity, even if it lacks sequence, appeals to one of the fundamental instincts of childhood. In five or six instances the foregoing answer was qualified by saying that no exercise was given for purely physical development.

Question 3. What value do you place upon dancing and rhythm work? Many felt that it could be easily overdone. That dancing, especially with some classes of children and nationalities, led to sensuality. That it should be limited to simple skipping.

The reasons for it given by the twenty-seven who strongly favored it covered the whole field of physical, mental, and spiritual development; first, as a means of gaining bodily control, poise, and freeing the child from self-consciousness, this being one great step in arousing the right kind of self-respect necessary that the individual may do his best work, and promoting harmony that should be more than external, really a coördination of mind and body. It develops the sense of hearing; psychologically attention, apperception, and memory are involved. It cultivates the social side of the child with such races as the Bohemians, for example, where so much of the joyousness, buoyancy, and play spirit are lacking.

The child becomes able to discern the rhythm that underlies common movements, as in the trades and household occupations—hammering, sawing, sweeping, ironing, etc.—and thereby they are raised above drudgery, for time and order enters into his conception of them, and he therefore works in harmony with universal law, whose basis is also time and order.

The question relating to thought muscles inquired as to the time given to work, especially for hand and eye. One allowed fifteen minutes, 1 twenty; sixty was the largest amount given by 4, while 11 arranged for forty, 7 for thirty, and 7 for thirty-five.

In all but the first two this time was divided into two periods. Out-of-door walks are taken by 35 out of 37 kindergartens and in these two cases the not going is not determined by the teacher, but by circumstances over which she has no control, and in one case the children are taken in the afternoon and on Saturday. In 16 kindergartens a recess period is allowed, in the remainder the directed play of the game circle and march are felt to be sufficient.

There are 15 out-of-door gardens to gladden the hearts of fifteen times fifty little ones, and when that is impossible, there is not a case where the next best thing is not done, and window boxes, and very often individual pots for the children provided, and the pleasure these give cannot be told.

"All the names I know from nurse,—  
Tulip, cockscomb, shepherd's purse;  
Bachelor's button, lady's smock,  
And the stately hollyhock."

—*Lucy Frink.*

## MUSIC.

The committee on music presented for consideration the results of 38 answers as against the 85 lists of questions sent to the public school kindergarten directors.

The first classification is of the song books used in our kindergartens. It was found that 15 different ones were named. The smallest number used in any one kindergarten was 3, and the largest 10; every one of the 38 mentioned using Eleanor Smith's books, Nos. 1 and 2. Patty and Mildred Hill's songs are used by 33; Jenks and Walker collection, 32; Mrs. Gaynor's, 31; Tomlin's "Child Garden of Song," 26; Mother-Play (Susan Blow), 21; Poulsson's Finger-Plays, 20; Neidlinger is mentioned by 10; Carl Reinecke's "Fifty Songs for Children," by 7. Hailmann's "Kindergarten Chimes," Fannie Snow Knowlton's "Nature Songs," Hubbard, Miss Mills' "Nature Songs," are each mentioned by one or two directors.

On considering the results of the next questions, What songs do you use from sources other than kindergarten books? folk songs, street songs, etc., there did not seem to be a clear understanding of the question. There was a long and interesting list of folk games given which we will not consider from a musical standpoint. There were five different patriotic songs mentioned, but they should be classified under folk songs.

Street songs are used by 2 directors; patriotic and folk songs by 24; 10 find songs from sources other than from kindergarten books, such as *St. Nicholas*, Elizabeth Coolidge, Christmas songs, Brownie songs, etc.

The question, Do you have your children listen while others sing to them? we find that 34 make use of vocal music in this way. In 5 returns no mention is made of any instrumental music. The cake walk is favored by one. In classifying the next question relating to favorite instrumental selections, it was thought best to make a more general outline, as such a great variety was mentioned.

The following are in order of preference: Anderson's Rhythms, 15; Faust March, 12; Mendelssohn's Spring Song, 12; Dance of the Brownies, 6; Rubenstein's Melody in F, 6; Tannhauser March, 5; Mendelssohn's Songs Without Words, Sousa's Marches, Lohengrin March, Handel's Largo.

Of the names of the composers Schumann heads the list. Mendelssohn, Nevin, Grieg, Chopin, Wagner, Rubenstein, Jensen, Schubert, Mozart, Mrs. Crosby Adams—all are used by quite a large number. Many use selections from light operas. Eight have not been successful with children's interpretation of instrumental music, but the large majority (31) have been very successful. Six use rag-time music, 32 emphasize their disapproval of it; fourteen have no instrument other than the piano. Others

mention triangles, violins, drums, music boxes, guitar and mandolin.

These facts show the kinds and choice of the music of a number of our public school kindergartens. It will no doubt be interesting to you to hear the opinion of some well-known authorities of the music world upon some of the most generally used songs and instrumental music.

Mr. Clayton Summy considered the following books very good from a musical standpoint. E. Smith's Nos. 1 and 2, Hill, Gaynor, Tomlins, Reinecke, Neidlinger, Fannie Snow Knowlton's "Nature Songs." He knew nothing of one that holds third place in our list—the Walker book. As to the childlike quality of songs contained in these books that is another matter. The selections of instrumental music most frequently mentioned, with two exceptions, were considered good, and should not be rashly criticised by anyone.

Mr. Calvin Cady expresses the opinion that the following song books are good from a musical standpoint: E. Smith Nos. 1 and 2, P. Hill, Mrs. Gaynor's, Knowlton, but that nearly all of our songs were too mature and grown-up for small children. The so-called "Hill Book" best serves the purpose for which it was intended, and he recommended it for its simplicity.

He said further, that as kindergartners we expected too much of the children in this respect, in asking them to do what is very difficult for an adult even after years of study, that is to act and sing at the same time, and that we should use instrumental music for the movement or acting and present the songs from a poetical standpoint—purely as songs—for in making the movement the child loses the poetry of song.—*Mabel Corey*.

It is to be regretted that we are unable to give the synopsis of the report on language.

#### SYNOPSIS OF THE VIEWS OF THIRTY-EIGHT KINDERGARTNERS IN CONNECTION WITH THE GIFTS, OCCUPATIONS, ETC.

Thirty-eight replies were received to these questions.

Less than one-half of the number replied that they would use all of the gifts, laying greater stress upon the building gifts; others used the larger sizes of the fifth and sixth gifts and tablets, and one suggested the use of paving blocks for younger children.

Many of the surface gifts were partially, if not wholly, eliminated, those especially mentioned were the jointed slat, it being too limited; the sticks, rings and lentils, as they called into play too much nervous energy.

In reference to the occupations, a number out of the thirty-eight used all; the majority had discarded pricking, considering it too fine and difficult work, also interlacing and intertwining.

Folding, sewing, and weaving were used by many on a larger

scale, and some suggested using almost entirely the larger, freer occupations, as clay, painting, drawing and cutting.

Out of the thirty-eight who replied, all believed in using some outside material besides that given to us by Froebel. The child needs outside material to broaden his views, to give him a larger, fuller experience, and to show him how the crude materials of nature may be transformed and serve him for utilitarian purposes. Take him out into nature and bring nature to him, such as leaves, pressed flowers, seed pods to string, reeds, willow twigs, minerals from the mines to illustrate talks about the miner, wood in connection with the carpenter.

From nature, bring him back to the home environment. Here he will find untold possibilities—cloth to be woven, newspapers for folding, boxes and spools for construction work, and many other things which are useful to him.

Third, to aid the artistic sense and to cultivate the love of the beautiful is an important phase of the kindergarten work. This side of the child's nature may be developed in many ways: by blackboard work; by large, free expressions with pencils, crayons, and paints. Brush work with ink, poster work with cutting paper, and by painting. Visits to the parks to lead the child to paint from color impressions, to paint from feeling rather than from the object.

To the fourth question, Do you have dolls, toys, etc., every kindergartner replied in the affirmative. Some believed in having free play periods for the toys brought from the home. One made doll parties a specialty; a few of the toys mentioned were bean-bags, balls, rope, a see-saw, paper dolls, and many others.

In some kindergartens they kept pets thruout the entire year, a number could not have them during the winter on account of the cold.

These are a few of the pets to be seen in our kindergartens at different times during the year: a squirrel, white rats, a mother rabbit with seven babies, toad, snails, tadpoles, a pet collie, and a pet rooster.

#### CURRICULUM.

The summarized answers to the questions relating to the curriculum were as follows:

1. Have you a definite plan of work for the year?

One and all did have some definite plan *subject to change according to the needs of the child*. The different bases were the seasons, and relationship to home, trade, and to the world beautiful. One found a year too long a time for such definite planning. As to advocating a uniform curriculum for public school kindergartens, out of 39, 34 wrote an unqualified no (in many cases deeply underscored); 4 an unqualified yes, and 5 both no and yes. Reasons against such uniformity were: "Different environments



require different lines of thought; tendency to deaden individuality; kindergarten age is the time for growth and not for getting of knowledge." Reasons for were, that it tends to unify work; as part of the public school system all should work together.

The value of child study was expressed thus in different replies:

"It has led to the consideration of the needs of the individual child."

"It has enabled me to understand the child's needs and process of growth."

"It has led me to decide that in the past we have directed children too much, and we cannot expect creativity unless we give more chance for free work."

"It has aroused my interest in nascent periods and correspondence between racial and individual development."

"It has broadened my view of education, and led to a closer observation of the child."

"It has been of untold value, for it has brought plan-making, table work, games and kindergarten work in toto *out of the clouds*, and has helped me to recognize and try to meet the child's needs at given stages of growth."

It had been a "help in distinguishing between hereditary and acquired traits," and as we "mostly base our work on our study of children's interests, it is worth everything to us"

The modern psychologists best known were James (26), Dewey (25), Snider (11), Lilly (9), Preyer (9), Harris (9), Hall (8), Baldwin (7), Halleck (5), Angell (1), Buell (1), Münsterberg (1), Tracy (1), Carpenter (1), Marshall (1).

In the study of the general history of education, Pestalozzi, Rousseau, Herbart, and Spencer were familiar names. Brown-ing's "History of Educational Theories," Quick's "Educational Reformers," Painter's and Hailmann's "History of Pedagogics" were also well known.

(Condensed from reports summarized by Leigh Izette Seavey.)

There is still a vast deal to be accomplished in the kindergarten world, both in making use of what we already know to be true and in studying childhood's needs and interests in search of further light; but the kindergartners are by no means resting on their oars, and with the coöperation of public sentiment will hope in time to do away with all unsanitary conditions, and will gradually adopt or eliminate such games, occupations, etc., as sound physiological and psychological principles demand as fast as the need is proved.

## A SERMONETTE.

SARA E. WILTSE.

“EXCEPT ye turn and become as little children, ye shall in no wise enter into the kingdom of heaven.”

“When I was a child I spake as a child, I felt as a child, I thought as a child; now that I am become a man I have put away childish things.”

“Come let us live with our children.”

When a layman undertakes to preach he is quite likely to fortify himself with a number of texts. That the three given above do not harmonize externally is self-evident. That I have quoted from the divine Master, from St. Paul, and from Froebel will not give offense to those to whom I address myself.

We are exhorted to become as little children, but none would insist that we should therefore become childish. It takes a strength and poise of character belonging to only a favored number to live with little children in intellectual safety; to become as one of them in open-mindedness, in wide-awake curiosity about all things not yet understood; in teachableness, in honest pursuit of the investigation that appeals most strongly to our sympathy; in childlikeness as opposed to childishness. It is a joy to live with the children, but we need a word of warning about the subtle danger to intellectual growth if we become too exclusively of the kindergarten caste.

To read only the books written from the Froebellian point of view; to become so childish as to find any social gathering lacking in zest unless men and women are inveigled into a circle and kindergarten games are played; to discredit the value of an educational lecture that does not deal with the technicalities of our own peculiar method, or, as I once heard a learned divine say, “prattle a little about the threefold nature of the child”; to read Froebel into Shakespeare; to peep cautiously at a philosophical treatise, withholding judgment until the imperial nod is given by some one elected to think for us—all this is contrary to the very spirit of the man we profess to follow.

There is in the deep sea a little creature whose life history we would be more profited in studying than by spelling over and over our “a-b abs” of kindergarten theories. This little animal had reached a high stage of development in ages past, but its food supply was made too easy, and it became a mere swallower. Losing at last its acquired complex digestive apparatus, it became again one of the lowest forms of life.

Intellectually, many of us have begun the retrograde movement by taking mental pap from a few leaders, who themselves do not perceive the danger for us. I believe we would have a stronger body of kindergartners, not only in Boston but thruout

the entire country, if we trusted ourselves a little more and the power of our leaders a little less. I would be the last to speak of the ability of the leaders as in any degree weakened; I do not believe it is. I would pray, however, for a lessening of the grasp upon the reins, having fewer meetings and more independent thinking, less direction and more freedom to work out individual problems.

The physical need is the last that a kindergartner would ever bring to bear upon a question of doing or not doing prescribed duties, but it is one which we have no right to overlook. An outside visitor of many kindergartens not long since expressed extreme regret that so many kindergartners seemed to be working on their nerves, their manner in many cases betokening a weariness and nervous exhaustion most injurious to the children, altho no petulant word or passing frown gave witness to the unnatural and unhealthful conditions.

Come let us live with our children, and let other lives unfold about us. The day of stuffed birds and mounted butterflies in kindergartens ought never to have been, and we should set our faces sternly against its revival, or survival where it still exists. Do not think this a needless plea; only last summer I walked with one of the best kindergartners in the East, and we found a beautiful spider. We had no way of carrying it home, but a physician was calling at a neighboring farmhouse.

"I will ask him to chloroform it for the kindergarten," said the teacher.

"He shall not kill it," said I; "I saw it first."

"It is poisonous, and the children cannot safely study that bit of nature alive," said the teacher.

"It is no more poisonous than a mosquito," said I. "Please leave it alive and I will come with a box and get it tomorrow."

"Tomorrow? Would you expect to find it tomorrow?"

"Certainly, if you and the doctor let it alone."

Happily, the doctor would not kill the beautiful creature. The next day I transferred it to a box covered with netting, and showed it to many children pursuing its natural avocation of spinning. At night it was left in the open air, restrained only by a large tent of netting, and next morning the children could see a cocoon as large as an English walnut, Mrs. Spider betraying her interest in it by busily fastening it with many little threads to adjoining weeds. By consulting the books we learned that we must wait until next spring to see the numerous baby spiders that are to emerge from the well-protected eggs within that brown silk ball.

That we may have life and have it more and more abundantly, should be our prayer; life intellectual, life spiritual, and superabundant life physical, to which end we should exercise all our powers, even those of thinking over again the thoughts of the writers of my triple text.

## Normal Training Exchange

For Primary Teachers and Kindergartners.

**A**FTER mid-June, when teacher and pupil are alike weary of the long, tense winter's work, and are little able to maintain the proper student attitude of mind or body under the autocratic sway of 90° Fahrenheit, it becomes utterly impossible to secure worthy results thru the routine of the regular school curriculum. For many years past this condition has been met by a gradual lengthening of the summer vacation, and such parents as could would straightway flee with their children to mountain or seaside, for "life, liberty, and the pursuit of happiness." Meanwhile the vast majority must stay behind to kill time as best they may; and killing time, as we know but too well, is often a matter of slow suicide. Of late years those interested in the development of childhood have perceived that this long vacation is fraught with danger of many kinds, both direct and insidious, to the children of the rich in the country as well as to the children of the poor in the vast city. We are living, however, in an age of rapid transit, both literally and figuratively, and no sooner is a danger pointed out than attempts are made to overcome the evil with good.

The evils of the long, idle holidays are met in the crowded cities by the establishment of the vacation schools and the summer playground, which have already proven their value in many places. In the symposium which follows will be found described some of the experiments along this line. The reports represent the work of various cities, and will interest alike teachers of all grades, and public-minded citizens of all towns, large or small.

In a few strong words Mr. O. J. Milliken, superintendent of the Chicago Vacation Schools, explains the relation of the vacation school to the regular school system, and indicates its value from several different standpoints. We cannot do better than lead off with his interesting message:

"The vacation school has passed its sentimental stage of development, and can now be classed as a progressive, pedagogical movement. In the congested districts it is a necessity, if we wish to counteract the multiplication of evil influences that surround the children thru the two months' period of alley and street playtime. If it did no more than to keep the children from the street it would be well worth the money and effort required to support it. But these schools have a much higher mission; they present the opportunity of extending the children's horizons beyond



ward boundaries and giving them a taste of that which makes life worth living.

"The vacation schools have taken their place as supplementary to the regular schools; not having a distinct existence, but providing a time and opportunity for educational experiments for the progressive teacher, and a gathering of impressions and experiences for the children. Every room may be considered as an experimental station where the best trained teachers may watch the effect of their work upon the pupils under their charge, and test their theories as to what is best for the physical and intellectual growth of the future fathers and mothers of this great commonwealth.

"Thru the vacation schools we *may* discover that the "three R's," the substance of which can be acquired in a year's time when the child has use for them, and over which we sap the best years of their existence, are not the most necessary elements that make for "life, liberty, and the pursuit of happiness." We may also find, if the discovery has not already been made, the cause of much of the truancy in our schools and a remedy for same.

"The vacation schools are not a panacea for all the ills that our educational system is heir to, but thru faith and works may prove to be great healers for many of the nervous conditions with which our children are fast becoming afflicted.

"One of the great benefits to be derived from this movement, and one that is usually lost sight of, is the great good that comes to the teaching profession at large. No teacher can watch the workings of the vacation schools without becoming broader and filled with the spirit of a true teacher. Here they see the theories of education put to practical tests, and the time is not far distant when this fact will be realized, and the schools will be an immense summer institute where the teaching force of a great city like Chicago will be asked to spend one or two weeks of their vacation in a thoro study of the work. With a corps of live, experienced teachers under such favorable conditions we can in five years entirely revolutionize the educational processes."

The following report comes from Syracuse. Mrs. E. H. Merrell is the president of the Mothers' Club of that city. The superintendent of the playgrounds was Mrs. Frances Marie Clarke.

#### SYRACUSE.

The Syracuse Mothers' Club, well satisfied with the phenomenal success of the playground conducted by them during the summer of 1898, decided to carry on the work for another season, and the Board of Education was asked for the use of the Willard school. The city also lent its aid by furnishing a policeman, who, in civilian's dress, aided the supervisor and her assistants very materially.

The local press, that mighty factor in every movement, carried the work on to success by good notices with bright headings. Its appeal for contributions was liberally responded to, and the enterprise was placed on a secure financial basis, the \$300 for salaries and supplies being raised by the efforts of the club members.

The playground opened Monday, June 26, continuing for seven weeks, from 8 A. M. until 12, o o'clock being the hour for the morning talk or conference. Many of the larger children were obliged to go at this time to help in the work at home, or to bring back the little ones, or to run on errands for stores; but those who left went only to return, if possible, before the closing hour.

As last year the question seemed to be when the playground was first established, whether large or small numbers should be admitted. Upon consideration it was thought the more humane way was to allow all who wished to come, altho this made it harder for the teachers, they being obliged to work into the night, many times, to prepare material for the great numbers in attendance each day; still it was felt on all sides that the results paid for the experiment.

That the children appreciated this venture of the Mothers' Club is shown by the large enrollment, the greatest number being 937. The daily average attendance was about 450, a large number never missing a day. Among the latter was a score of babies in carriages, presided over by the faithful so-called "little mothers," to whom this place was a great blessing. The children came, as they always will come to a playground, by the hundreds, eagerly, voluntarily. The supervisor was told confidentially while visiting playground and vacation schools in another city this summer, that the children would not attend what is called a vacation school to any extent, unless a trolley-ride, picnic, or excursion was promised. This statement was borne out by visits to a number of these vacation schools, where the average attendance was found to be about fifty.

Are not the children right? They need a change from the four walls of a schoolroom, which they, perforce, must have for ten months of the year. They love nature, they love to play, and these manifestations should be taken advantage of to lead them aright, remembering always that good players make good workers. This was found to be emphatically true in the work done this summer, which was, in fact, similar to that accomplished the previous season. Syracuse may take pride in the fact that work which was taken up here last year was taken up in some of the larger cities this year only for the first time, the Mother's Club playground thus taking the lead in some respects.

The work included carpentry, the making of toy furniture, basket making, art designing, paper work, clay modeling, paper folding, color work and scroll sawing for the boys; patching,

darning, mending, sewing on of buttons, paper flowers, crocheting of mats, embroidery, seamstress work, dressmaking (doll's) and millinery for the girls, with kindergarten pastimes for the little ones.

Aside from the work there were athletic sports and various games for large and small, including basket ball for both boys and girls, baseball being played on an adjoining lot.

The rule of this happy place was the Golden Rule, which was sung as follows, the keynote being love:

"To do to others as I would that they should do to me  
Will make me always kind and good, as each one ought to be.

"I will not speak an angry word, I will not tell a lie,  
I will not contradict, or make another person cry.

"The Golden Rule, the Golden Rule, the Golden Rule for me,—  
To do to others as I would that they should do to me."

The equipment was a huge box of sand, three hammocks, two swings, and a rocking cart.

It was the general opinion of all concerned with the playground that the place was not large enough. An open field is needed where the older boys can play baseball and basket ball, which should be presided over by a teacher of athletics, while swimming baths for boys and girls would be valuable adjuncts.

Parents who are anxious for the good work to go on another year, stated that they had noticed a great improvement in the children of the neighborhood since the playground was first started, as before that it was not uncommon to see children with almost nothing on in the street, as well as to see one angry child run to strike another with rusty scissors, knives, or stones, or in fact anything that came to hand. The question of the day seems to be, What shall be done with the children during the summer months? A social reformer declares "the first thing to do is to keep them off the streets." Many a teacher has felt that her efforts during the school year were all but lost on account of the street life of the summer, when nothing but the pugilistic and mischievous tendencies of the child were cultivated. The playground is the solution of all these difficulties.

We follow with an extract from the address which Miss Sadie American delivered in the Educational Section of the International Congress of Women, held in London last June, and which is here given with her permission:

"Benefit to the individual is, of course, benefit to the race, but the betterment of the system upon which the training of the individual depends is of infinitely greater importance. The direct effect of the work we know to be good; from the indirect we hope even more.

"Six weeks of careful, systematic work along any line is sufficient to justify inference for or against its desirability, especially

if the teaching force is the best that can be had, as is the endeavor to secure in the vacation schools. The vacation school links itself to the forward movement in education by being an experiment station, or pedagogical laboratory, thru which it is hoped to introduce such wiser methods and such studies into our school system as shall assist in transforming it from one in which the three R's are still largely worshiped into one in which the child himself shall be the chief object of consideration; in which he shall be considered a wellspring of constantly flowing currents of beneficent energy and activity for which an outlet must be provided, instead of considering him a reservoir for the accumulation of rules in arithmetic, dead facts in history, and unintelligible knowledge; in short, a wellspring of ideas, the children of intellect, and imagination conceived in the fire of emotion, the motive force of the world.

"Manual training seems to be forcing its way slowly from above down—a most illogical method of procedure. By the vacation schools we hope to hasten its entry into our elementary classes, where it belongs and where it is most needed, not only because children of this age require physical activity—require it as an avenue thru which the imagination and creative impulse may express itself—but because ninety per cent of our children leave school during this period, and are very apt thereafter to live the monotonous machine life of the mass of the people in this industrial age.

"But perhaps the most signal achievement has been the success of the excursions as an integral part of a school curriculum, an experiment, so far as the committee knew, tried nowhere else. These were proven not only desirable, but feasible, practicable, and economical, since twelve thousand children of the roughest and most uncontrolled were taken, at a very trifling expense, on thirty excursions without an accident, and with results of awakening every day appearing. To these children the country is a revelation, and even a street-car ride makes a red letter day. Who shall say, who dare say how great the effect on their lives? How many of us look back to such a day? 'Is dis purty ting all ours?' pathetically, and with tears in his eyes, asked a ragged urchin, for the first time seeing a stretch of woodland by a stream. 'Is dis all de United States?' Yet he had studied geography and seen pictures in books. 'Seeing is believing,' says the old proverb.

"We city dwellers especially need the country to bring us back from the mistaken notion that the man-made town makes life worth living, or makes full life. The rich seek it periodically—is it less necessary for the mass of the people? City life perforce breeds selfishness and cramps and narrows our knowledge of creation, altho it may deepen our knowledge of men. We must have contact with the free fields under the blue sky, undimmed by smoke, in which to expand and feel the presence of



Him who gave us the beautiful earth, with its means of making the town. We must get at the source of things, not back to nature—progress is never backward, and all cries of going back should be viewed with suspicion—but out into nature, up to a broader view of nature and life, where we can see them steadily and see them whole.

"These two, manual training and nature study—field work, that is—will help to bring to the city child what he most needs, those privileges which have claimed for the lad country born and bred the sole likelihood of being the father of the great man; for if to the keener sensibilities of the city child be added the adaptability and versatility of his country cousin, perforce brought out by the character of country life, which is diversified and little specialized, we may feel he will have at least his right and an equal chance.

"There was a time in the progress of civilization when muscles alone counted in the making of a man. Then industry and learning were both despised, and nature was recognized not at all. There came a time when nature alone, and training according to nature, were urged upon us as the great panacea for the ills of a mistaken world. Then followed a period when the intellect, the brain alone, was looked on as the maker of men. The three R's were apotheosized, and still the world progressed in crime as well as in other ways; less brutal crimes, perhaps, but perhaps, also, worse because the more refined, so-called. No system of education has proven to be all that was hoped for it. Neither brawn nor brain, nor nature alone will make men such as should be the images of God, because each recognizes only one side of man, and not his whole being, which demands exercise and satisfaction for its every part.

"The three H's are now being quoted instead of the three R's—the head, hand, and heart—but the difficulty is that they are largely looked upon as three separate entities, quite unrelated and not as they should be, so closely related that it would become a difficult matter to draw a dividing line between their activities. The head contains eyes and ears as well as brain, and they must be directly exercised if good results would be attained, and not merely indirectly, as in reading the results of others' exercises of those organs. We would scarcely think of training as athletes, for instance, by having another exercise his muscles for us. Curiously enough we recognize in our proverbs the very familiarity with, which leads us to hold them if not in contempt, at least in oblivion, truths which we forget to apply; as, that 'experience is the best teacher.' The hand must feel its power in actually creating what the head sees and thinks out, and, most important, what the heart feels; for a wise development of heart we need not only contact with men, but contact with God's creation, Nature, the country.

"In its larger aspect the vacation school is a conscious endeavor

to bring this about; to bring into our school system such studies and methods and training as shall make it a true education in its best sense; that is, the drawing forth of faculty as shall develop the whole child, and not any one part at the expense of the other; as shall make him the father of the man whose every power is developed and working in the service of his kind."

The vacation school work will be continued in Milwaukee this summer, so satisfactory were results last year as we learn from report given below:

#### MILWAUKEE.

Deep rooted in the heart of every child is an intense love of nature. To spend a long summer's day in the woods, to be in the water or on it, to plant and care for a garden all his own, to have pets of all kinds, dogs, cats, rabbits, chickens, mice, or even snakes (the special variety is not of much importance)—all this is untold pleasure to a child, so strong is the bond between him and nature. I have known the veriest torment of a boy in school to pick up a forlorn dog and relieve him of the burrs with which he was encumbered, and another little chap who when taken to the city cried because it was "too crowded," when taken to the woods ran joyfully to his mother, saying: "Let's go back home and get our house and stay here all the time."

Every little heart throbs with this same emotion, beating in harmony with the great heart of all nature. But, very sad to relate, in the greater part of all our great cities the conditions which exist are such as to almost completely stifle this nature-loving element. What is there to awaken a responsive echo in the heart of a little child, in street after street of untidy ramshackle buildings, on front and rear of lots, the streets themselves a perfect bedlam of noise and too often dirty beyond all description, with the frequent interspersions of saloons and their usual accompaniment of loafers and disagreeable odors. Then there is the densely smoke-laden atmosphere, and perhaps the stockyards in close proximity. All these conditions and much worse are familiar to those who are interested in the problems of human life in our large cities.

Wordsworth says that "heaven lies about us in our infancy," but this certainly does not apply to the infants of Chicago or any similar city. Nevertheless, the children forced to live under these adverse conditions are just as eager for the woods and the water, the birds, the trees and flowers, and all the manifold attractions of the haunts of nature as are those who are blest with more favorable conditions. Poor little victims, they demand only their heaven-born rights, but how often when they cry for bread are they offered nothing but stones.

So in order to bring some of the joy and gladness of real life

into the unnatural lives of these little ones the vacation school, with its wisely-planned curriculum and its earnest and enthusiastic corps of teachers, has come into existence. It is the greatest boon that has come into many of their lives, and those of us who have been connected with the work are familiar with the pathetic little outburst of, "Oh, how I wish vacation school lasted all the year," or the eager questioning on all sides as the term draws to a close, "Will there be a vacation school next summer? Will you give me a ticket so I can be sure to get in?"

Guided by the unfailing tendency in the child the work of the vacation school is based upon the study of nature, the materials for the classwork at school being obtained chiefly from the weekly excursion. The classroom is provided with all the necessary apparatus for the care of plant and animal life—acquaria, insect boxes, ant-houses, plant boxes, etc.—and before the term ends the nature-study room is usually a veritable museum, such a collection is there of trophies from the various excursions.

Where the school is favorably located, as was the one held in Milwaukee last summer, much valuable material can be obtained close at hand. There the children were led to observe the various kinds of trees to be seen on their way to and from school. They studied the nests of the sparrows that were numerous in the poplars across the street, making their observations thru an opera glass provided by their teacher, as well as by climbing the trees. As there was a slight incline in the schoolyard, where a miniature river system had been formed by the rain, they were able to study the action of water on soil and pebbles. Then, too, the ant elicited a great deal of attention. Altogether there was much for the children to observe, and they did observe well.

Perhaps the most successful out-of-door work was carried on by the little kindergarten pupils, for they conducted a very flourishing garden during the entire term, ending with an excellent crop of radishes.

But it is the weekly excursion that is the great event in the vacation school. One day in each week of the six weeks' term the entire school is taken on a trip to the woods. Long before the hour for departure the children assemble in the schoolyard, each bearing a lunch of a very nondescript order, the study of which alone would give one an interesting insight into the lives of these children. Each has a happy, smiling face and all are eager for the mysterious pleasures that the day has in store for them. A certain regularity is observed in conducting all excursions so that a sufficient degree of order may be maintained. Each class is under the charge of its own teacher, who has one or more assistants, and the classes are distinguished by the different colored badges that the children wear, so that the teachers will have no difficulty in recognizing their own. Every moment of the trip on the cars or train is full of interest and wonder to the

children. Their whole natures seem to be awake and on the alert to grasp every sight and sound about them.

Arrived at their destination they at once fall into groups about their leaders according to previous arrangements, and begin to make a study of their surroundings, studying either some special features that have been discussed beforehand at school, or whatever there is that arouses their interest. Much material is also collected to take back to school for further discussion.

With the older children some time is usually spent in sketching. Then, too, games are played, teachers and pupils commingling, all with the same free, joyous spirit.

When the time arrives to return home it is a tired, happy throng that is conducted back to the confines of the city, but their hearts have been brightened and their whole natures refreshed and strengthened by their day's outing, and they feel that sense of satisfaction that results only from real enjoyment.

It was a noticeable fact that after each excursion the children evinced a greater vigor in their work at school. Toward the end of the term their powers of observation were considerably quickened, and their marked growth in this and other ways proves that the vacation school provides the best possible conditions for the development of child-life.

EDITH R. NELSON.

#### NEW YORK CITY.

As we learn from the statistics given below, New York city takes the lead in the number of its vacation schools and school playgrounds. It is good to know that the large cities are awake to their responsibilities in these vital matters.

There were 30 school playgrounds used all day; also 6 recreation piers, 6 kindergarten tents, and 3 park playgrounds. In all of these kindergartners were employed either as directors or assistants.

In some of the playgrounds as many as eight teachers, men and women, were on duty, four in the morning and four in the afternoon. Generally two of these were kindergartners. The kindergartner supervised the play in sand, and from time to time started ring games. Considerable kindergarten material was furnished for handwork, as paper strips and paper for folding, as occasionally it was desirable, but no set lessons were given. The children simply amused themselves by reproducing what they had learned in the schools and often taught each other. Cord was also provided for string games.

The following toys were allowed each playground for the use of the kindergartners: 1 set ninepins, 6 gross clay pipes, 1 dozen cakes soap, 50 yards rope, 3 dozen bean-bags, 1 blackboard and chalk,  $\frac{1}{2}$  dozen rubber balls,  $\frac{1}{2}$  dozen horse reins, 1 dozen toy pails, 1 dozen toy shovels,  $\frac{1}{2}$  dozen wheelbarrows,  $\frac{1}{2}$  dozen toy



wagons, 1 dozen flags, 3 sets garden tools, 2 Chinese hoops, 3 small hammers, 6 dozen picture-books.

The general plan of the public school kindergarten work will be learned from the subjoined:

**Report of Kindergartens in Vacation Schools.\***

There were three kindergarten classes in each of the ten vacation schools, each class enrolling about thirty children. Three regularly trained kindergartners were appointed in each school. One of these was appointed to act as head kindergarten; the head kindergarten was held responsible for a general supervision of the work, altho each kindergartner was in charge of her own section all day.

A conference was held in June with the thirty kindergartners, and the course for five weeks was outlined. At a second conference with the head kindergartners fuller details of management and method were given.

The spirit and aim of the work was the same as reported last year.

The kindergartners were requested again "to do all in their power to bring Nature to the children, and to imitate, as far as possible, the play that children who go to the country and seashore so much enjoy." It was thought, however, to formulate the work more definitely this year, hence an outlined course was prepared. . . .

We suggest that next year vans be secured at the opening of the summer schools, and that they be run to Central Park, or even to the smaller parks nearer the schools, transporting the children of one kindergarten department every day. This will make the play centers already allowed in the public parks of greater value.

As the vacation school buildings did not, as a rule, contain specially equipped kindergarten rooms, we planned to use three first year classrooms, these being furnished with low seats and desks, also at certain hours the playground in each building. These four rooms were used every day by each kindergartner.

The rooms were fitted up as follows:

1. For work with sand, building blocks, and soap bubbles.
2. For brush work and clay modeling.
3. For paper and other handwork.
4. The games.

This arrangement was economical, as it enabled us to use many of the same supplies with three classes instead of one, while the marching and change of rooms proved restful and recreative to the children. A special association was thus estab-

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\* Extracted from report on vacation schools in the Boroughs of Manhattan and the Bronx. New York city, 1899.

lished with each room, and the children looked forward to the change.

Dr. Haney met the kindergartners in conference each week, and gave them special instruction in preparing suitable black-board illustrations for the following week in accordance with the topic assigned in the course.

Being in town, I had the pleasure of visiting each kindergarten room during the season. Specimens of the handwork were saved each week, and in preparing the kindergarten handwork for exhibit I was enabled further to test the results of the summer work. Great credit is due the kindergartners for their success.—*Fenny B. Merrill, Supervisor of Kindergarten Boroughs of Manhattan and the Bronx.*

The next article reports the work, or rather play, from the standpoint of one actually in the field. Miss Clark was one of the custodians in the Walsh Street School, Chicago.

#### CHICAGO.

A visitor to a playground in the beginning and again at the close of a summer would certainly decide in favor of the playground, not only as a temporary expedient, but as a permanent necessity, and surely it affords a wide field for work in child study. The children are of all ages and nationalities, from babies having in charge still younger babies in coaches to lads and girls almost out of their teens. Numbers are irregular, ranging anywhere from seventy-five to four hundred. Their idea of the purpose of the playground seemed to be that it was but a convenient opportunity wherein to display the "survival of the fittest" theory; turbulent, destructive, every fellow for self, monopoly was truly exemplified. The yards were equipped with portable swings, vaulting bucks, parallel bars, combination ladders, seesaws, ropes for jumping, base balls, cedar paving blocks for building, rings for ring-toss, and sand-pile. As most of the appliances and games were new to the children, it was necessary to teach their use, to see that each child had his turn, as well as to make sure that something of the apparatus itself was left.

The athletic sports were more to the liking of the boys, their seeming enjoyment still further enhanced by lording it over younger and weaker ones, trying how long they could deprive them of a turn. The girls' amusements were mostly at first games they were accustomed to play in the streets, as Lazy Mary, John Brown's Body, Forty Girls Arising, etc. To instill lessons of self-government, to change the spirit of lawlessness and selfishness into thoughtfulness and consideration for others, as well as to cultivate a desire for more wholesome games and amusements was the first consideration. Then by following some line of interest, and as an older playmate entering fully into the spirit of the play with them, we gradually saw a more orderly spirit and

consideration for others acquired to some extent. They began to realize the "first lesson of a good citizen, that the amount of liberty one can enjoy is dependent upon his non-interference with the rights of others."

The playground was without shade, and on extremely warm days indoor occupation, or some organized work, seemed necessary. The cool basement of the school was sought, and here we found greater opportunities for lessons in industry, perseverance, integrity, and courtesy. On account of the large attendance and wide difference in age, the younger children from one to six were given special attention a part of the time in paper cutting and folding, pasting pictures, finger plays and stories. The sand-pile was a never-failing pastime. Many happy little ones were busy building, baking, filling, emptying, etc., an old tin can being a happy forethought. The older ones found much interest in outlining on cards pictures of animals, fruits, and flowers, stories being told in connection with the subject. The largest boys and girls (without loss of dignity) on the plea of helping a younger brother or sister, joined in this work quite as enthusiastically. So large a number of pupils required assistant supervisors, these posts of honor were highly prized by the children, and gave practical opportunities to illustrate the duty of helpfulness and patience. Blue prints were made from negatives of the playground in its various phases. Flowers and leaves also underwent this process, some of the children going long distances to gather different flowers and leaves to print. Stories of heroes and heroic deeds were listened to with interest. Singing patriotic hymns and songs was another feature. In this way both girls and boys were interested, and joined with zest in playing games together, whereas before they stood apart and indulged in silly deprecatory remarks. Games full of action, physical exercises and competitive contests were greatly enjoyed, such as Three High or Fox and Geese, Last Couple Out, Black and White, Flag Race, Pencil Pass, Cat and Mouse, Darning Stockings, and Double Pass Ball. Dramatizing or imaginative games could not well be utilized, owing to the large number of children. The time was short, but the closing days of the playground were full of encouragement, much of the rudeness, lawlessness, vile language, monopoly of material that had characterized the first days had disappeared. It was gratifying indeed to see how the younger and less fortunate ones were cared for. The turbulent waifs who had become our champions, doffing their caps, told us good-bye and hoped for another good time next summer. Mothers who had brought their babies and spent many hours with us expressed regret that the yards were to be closed.

CLARA C. CLARK.

We wish all interested could secure copies of the report of the Chicago Vacation School committee for 1899. It is full of suggestion and inspiration.

PEEP! PEEP!

EDNA EVERETT.

“**P**EEP! PEEP!” What could it be? “Peep! peep!” Dick looked puzzled.

“Why, I must have let in one of the little chickens,” he said to himself. “But n-o-o, I surely shut the barnyard gate. Yes, I did,” as he looked out of the window and saw that the heavy gate was closed.

Now Dick was the farmer’s little boy. When he grew to be a man he intended to be a busy farmer like his father. And already he was a very busy, helpful little farmer, for altho he was only six years old he could do more things than I have time to tell you now. In the springtime he had helped his father plant the corn, and every day he rode one of the horses to and from the field. The farmer called him “Father’s little farmer boy,” while Dick’s mother called him “Mother’s helper.”

And mother’s helper he was indeed. Not every boy six years old could care for his baby sister and keep her as quiet and happy as Dick could; and it would take a very strong, careful boy to look every day in each hen’s nest in the barn and chicken house for eggs, and then carry such a big basketful of them to the house as Dick did. That is what Dick had just been doing when he heard that funny little “peep! peep!” You could never guess where it came from. Neither could Dick. So like the wise little boy that he was he decided to find out, “for,” said Dick to himself, “mother does not want a chicken in the house. A chicken does not know how to clean his feet, and he might make tracks all over mother’s clean floor.”

So Dick looked under the table, the cupboard, the stove, and even in the oven, but not a sign of a chicken could he find, not even a footprint.

“Well, he must have cleaned his feet anyway,” he said. “I am glad of that.”

“Peep! pe-e-p!” again, louder than before. Dick was near the pantry door.

“Why, it must be in here,” opening the door. “It is not on



the floor, but, O-o-hwe-e!" he fairly screamed as he hopped up onto a chair. "Mother! mother! come quick, quick, quick!"

Mother heard, and thinking Dick must be hurt came running into the pantry, dropping her sewing on the way. She reached the pantry door and what do you think she found?

On the chair stood Dick, his eyes looking almost as big and round as saucers, while on the pantry shelf, from the very top egg of the basket that Dick had just brought in, peeped two bright black little eyes and a sharp little bill; then came a head, and even while Dick watched, too surprised to say another word, out came a soft, downy, black little chicken.

"Oh, mother! look! look!" he screamed again. "What shall I do with it?"

"Why, take it back to the nest where you found it," laughed mother. "Some good mother hen will be sadly worried about her baby, I fear. I will go with you."

Dick felt very sorry, but how was he to know which eggs held baby chickens. He was not even sure now that he knew in which nest he had found the egg. But mother only smiled, took the little chicken carefully from the basket and said: "Come with me; I can tell." Dick followed, wondering how she was to know, for surely no hen could talk so that they could understand her.

They looked in every nest in the barn. "No," said mother, "this baby's home is not here. Let us go to the chicken house."

Hardly was the door of the chicken house open when they heard an excited, "Cluck-cluck! Cluck-cluck!"

"Why, it is Blackie! Poor Blackie, here is your baby," said mother, stepping up softly and putting the downy little chicken in a nest around which an old black hen was clucking with her feathers very much ruffled.

"Why," said Dick, "I might have known it was Blackie's baby, for she has not let me go near her nest for a long time. I forgot to tell you. And oh, mother, may I have Blackie's little chicken for my very own?"

"Yes," answered mother, "if you will take good care of it, and of Blackie too, and remember to feed and water them every day."

"Oh, I will truly," cried Dick, clapping his hands. "And, mother, I've thought of the very best name for the baby. I am going to call him "Peep Peep," and he can say his own name already.

## SOMETHING FROM THE WORLD OF BOOKS.

THE *Elementary School Record*, edited by the Pedagogical Department of the University of Chicago. Dr. Dewey, editor-in-chief; Laura L. Runyon, managing editor.

This record will appear in the form of monographs, nine in number, one for each school month. It is issued in response to many demands from those interested in the application of modern psychological methods to education. Anyone who is acquainted with the aims and methods of this school will rejoice at the opportunity afforded them to thus obtain at stated intervals descriptions of the actual work done in specific departments. These detailed accounts will enable the progressive teacher to keep in touch with one of the most important educational movements in the country.

Each number will contain one general article on the work of some one department in all grades, and also a description of the work of individual groups for a given length of time. The first, the February number, contained as its special feature a discussion of the "Principles of Education as Applied to Art," by Miss Lillian Cushman.

The reports of the work done by the different kindergarten groups is invaluable. Not only are the principles given upon which the work is based, but the actual carrying out of the work is explained in detail. The point of departure is the occupations pertaining to the form; wheat is grown, flour ground and sifted, butter and cheese made, wool studied, needs of sheep considered, etc., etc., and thruout, independent thinking, sympathetic feeling, constructive doing (they evolve their own implements as needs arise) are all made possible for and demanded of the child.

These monographs will all prove of value to the private governess, as well as to the teacher of the grades or the kindergarten, and will be important as elucidating very clearly to the skeptical the meaning and value of the new education. They are illustrated. Subscription price \$1.25. Single numbers 15 cents.

THE Werner School Book Company are publishing a set of biographical stories of "Great Americans for Young Americans," which they call the "Four Great Americans' Series," since each of the separate volumes is planned to include four life sketches.

The special merit claimed for the series is that they lay the foundation for the study of biography and history, they stimulate a desire for further historical reading, they cultivate a taste for the best literature, and by inspiring examples they teach patriotism. After an interested perusal we feel that they make good each claim. The latest volume is devoted to the biography of great American educators. It is surely fitting that the no less notable courage, generosity, indomitable will, high purpose, splendid patriotism and achievements of the pioneers and leaders in education should be as familiar to the high school boy and girl as the campaigns of Washington or Grant. In these pages they make fascinating reading. Teachers and students will appreciate them. The volume on educators is by Dr. A. E. Winship. In it we read of Horace Mann, Mary Lyon, Henry P. Page, Henry Barnard, and others. It includes an outline of history of American education from 1619 to 1900. The lives of the four great Americans are written by James Baldwin. Those of the four American patriots are by Alma H. Benton; four naval heroes by Mabel B. Beebe; four poets and four American writers by Sherwin Cody; four American pioneers by Frances M. Perry and Katherine Beebe. Each volume costs 50 cents. Each biography can be obtained in a separate booklet for 10 cents.

"Scientific Sewing and Garment Cutting." By Antoinette V. H. Wakeman and Louise M. Heller. Published by Silver, Burdette & Co. Price 50 cents.

This system of sewing has been developed, not for the purpose of turning

out accomplished dressmakers, but for the educational principles it exemplifies and which give it value as one important form of manual training. The child is required to use his mind as well as his hand, and independent and constructive thinking are insisted upon, as well as neatness and accuracy of workmanship. The course is planned to cover eight years of work, two periods a week of forty minutes each. The last model is the girl's graduating dress, made entirely by herself with the skill and intelligence gained in the preceding years of interested work. Much valuable information concerning the manufacture of materials and tools is given at intervals, thus increasing interest and enlarging the child's horizon.

"Reading: How to Teach It." By Sarah Louise Arnold. Published by Silver, Burdette & Co. Price \$1.00.

The teaching of reading will acquire new meaning and importance in the eyes of the wearied routine teacher after a study of this little book, whose attractive exterior gives earnest of its still more interesting contents. Miss Arnold's thoro appreciation of all that the capacity to select and enjoy good reading means to the reader is contagious and her suggestions for cultivating this power in the child are most practical. She speaks as one who knows and feels from concrete experience. The book includes a list of books and poems which have been successfully tested in the schoolroom. Several of the chapters will prove equally helpful to parents and teachers. One chapter deals with the "Use of the Library."

"Hawaii and Its People; The Land of Rainbow and Palm." By Alex. S. Twombly. Published by Silver, Burdette & Co. Price 68 cents. Copiously illustrated.

Dr. Twombly knows intimately the lovely country he describes, and having had access, thru personal acquaintances, to various unusual sources of information, has availed himself of the opportunity in a way which will hold the interest of readers young and old. His historic survey includes chapters on ancient Hawaii and its folk-lore; the transition period, dominated by the striking personalities of Kamehameha and his queen, Feather Mantle; and lastly, modern Hawaii and the events that culminated in its accession to the United States, and all narrated in a graphic, fair, and unprejudiced manner that wins the reader's confidence.

THE Greeting to America of the Baroness von Bülow is a series of sketchy chapters, written in bright conversational style, and conveying a message of merry good-will to her American friends. She has words of appreciation for such of our American traits and institutions as please her, with gentle hints at such as appeal to her sense of humor.

Kindergartners will find her quite conservative as to methods and materials. She disapproves of sloyd, water color, and free play, giving her reasons simply, briefly, but to our mind not conclusively. She has an interesting word about school gardens.

Published by William Beverley Harison. Price \$1.50. Handsomely bound. Illustrated with portrait of the Baroness and facsimiles of checked slate drawings by Dresden children.

"Stories from the Arabian Nights," with an introduction for the children descriptive of the Arabs and their ways of thought, and of the history of the "Arabian Nights." Charmingly illustrated.

This book is one of the Appleton "Home Study" series. The stories are selected by Adam Singleton from the original translation of Sir Richard Burton, and the simple, stately language lends much charm and value to the narratives.

A First Reader, by Norman F. Black, published by Macmillan, is the first we have seen which consciously recognizes the child's sense of humor and delight in the fanciful. We imagine a child might learn to read rapidly from its pages thru sheer interest, tho the method is not based on the sentence. The first few pages present a crowded appearance, and it would seem that the illustrations are on too small a scale for the thoro enjoyment of very little people.

## NOTABLE EDUCATIONAL EVENTS OF THE NEAR FUTURE. CURRENT NEWS.

**International Association for the Advancement of Science, Art, and Education.**—In September, 1899, the British and French Association for the Advancement of Science, meeting at Dover, Boulogne, and later at London, united to form the International Association for the Advancement of Science, Art, and Education. Prof. Patrick Geddes of Edinburgh, as secretary of the British group, came to America to further the formation of an American group. The object and importance of such organization cannot be better stated than in these words of Dr. Harris taken from his open letter to Professor Geddes:

"The good effect of drawing together the scattered and independent laborers in the various departments of science thru their scientific associations, and bringing them by means of this international association into fuller contact with the teaching profession, as represented by the colleges and universities, and with that portion of the great public which has at heart the interest of higher education is, as I conceive it, a permanent result of the movement which you represent, and a manifold cause of good to the community.

"It will be an important function with this international association to provide help for individual students visiting the great museums of science, art, and history in the various centers of Europe, for purposes of instruction in their specialties.

"It will be of equal service to the teachers in the higher institutions of the United States who spend their summer vacations in Europe, by affording organized instruction in the form of summer schools, or university extension, with opportunities for study in any line of work.

"It is evident that intimate relations among the educated classes lead to solid, mutual benefits; while on the other hand it is a matter of common observation that the meeting of the uneducated masses of one nation with those of another nation often results in misunderstanding and mutual distrust. The usefulness of international union in this particular is too obvious to need more than a bare mention."

The association in the purposes and arrangement of its assembly includes a department of congresses, a department of university arrangements, one of skilled guidance, including popular and special lecture courses; a department of excursion and one of entertainment. "The assembly is at present endeavoring to arrange special advantages and economic residence in Paris for students of both sexes. Of these, particulars may be had of the secretaries before the opening of the exposition." Membership fee is \$5 per week, or \$20 for five weeks. We give the names and dates of some of the more important congresses:

### IN PURE SCIENCE.

Ornithology, June 26-30.

Meteorology, July 23-28.

Physics, Aug. 6-11.

Mathematics, Aug. 6-11.

Geology, Aug. 16-28.

Electricity, Aug. 18-25.

Hygiene, Aug. 10-17.

Anthropology and Archæology,

Aug. 20-25.

Psychology, Aug. 22-25.

Ethnography, Aug. 26-Sept. 1.

Chemistry, Sept. 20-29.

Botany, Oct. 1-6.

### IN EDUCATION.

Modern Language Teaching,

July 24-29.

Higher Education, July 30-Aug. 3.

Technical and Industrial Education,

Aug. 6-11.

Educational Press, Aug. 9-11.



Teaching Social Science,  
July 30-Aug. 5.  
Primary Education, Aug. 2-5.  
Secondary Education, Aug. 2-5.

Bibliography, Aug. 16-18.  
Teaching of Drawing, Aug. 29-Sept. 1.  
Popular Education, Sept. 10-13.  
Agricultural Instruction, Sept. 14-16.

#### SOCIAL AND POLITICAL ECONOMY.

Housing, June 18-21.  
Comparative History, June 18-21.  
Women's Work and Institutions,  
June 18-23.  
The Blind, Aug. 5.

Deaf Mutes, Aug. 6-8.  
Colonies, Aug. 6-11.  
History of Religions, Sept. 3-8.  
Women's Rights, Sept. 5-8.  
Social Education, Sept. 6-9.

Peace, Sept. 29-Oct. 6.

The National Congress of Mothers will meet this year in Des Moines, Iowa, May 21-25. The club women of Des Moines offer to entertain one thousand delegates free of charge. Those who prefer hotels will find the rates will not exceed one to two dollars a day. The convention will meet in the Auditorium, which seats 4,500 persons. The Savery Hotel will be the headquarters for delegates. The Grant Club will be made the headquarters for press women. The governor and mayor will welcome the congress to Iowa, and a large reception will be given by the governor at the capitol. The program will include a discussion of "Child Study and Its Possibilities for Boys," "The Right Education for Women," "The Training of Young Children," "The Child-Saving Problem in its Many Attitudes." Colonel Parker will present "The Ideal Education," and Mrs. T. V. Birney will speak of the "Benefits to be Derived from Organized Motherhood."

Receptions, luncheons, and drives will be interesting features of the congress.

Women who desire to attend the General Federation in Milwaukee the following week will probably be able to purchase railroad tickets which will be good for the congress and the biennial.

Any person may become an associate member of the congress by paying \$2. Associate members will receive a copy of the report and be entitled to reserved seat at all meetings.

Any club or department of another organization, pursuing lines of work germane to the objects of the National Congress of Mothers, shall each be entitled to send its president and one delegate to the annual convention of the National Congress on payment of \$5 annually.

Each mothers' and home makers' club shall be entitled to send to the annual convention of this congress its president as representative and one delegate, and one additional delegate for each twenty-five members after the first twenty-five members.

Mothers' and home makers' clubs desiring for their delegates the privilege of the house, should communicate regarding application as early as possible with the national secretary.

To the end that arrangements for transportation to the National Congress of Mothers at Des Moines, May 21 to 25, 1900, may be made in a manner to insure the greatest comfort to those who will attend, it has been deemed advisable by the committee to select at the proper time certain lines from the east and southeast, and negotiate for thru sleeping cars from principal points; where practicable, such cars to reach Chicago at about the same time, and to run from there together.

It is very important that advice be given at the earliest possible moment as to how many of your members will attend the Des Moines meeting, that we may know what accommodations must be provided, and we shall be grateful if you will give us names and addresses.

In order that a more perfect organization of the movement may be effected, the following division of territory has been made among the committee, and you are respectfully requested to communicate with the member in whose territory your state is:

New York, New England States, and Canada, Mrs. Arthur L. Garford, The Seavilla, 117 West Fifty-eighth St., New York, N. Y.

Pennsylvania, New Jersey, Delaware, Maryland, Virginia, West Virginia, and the District of Columbia, Mrs. Frederic Schoff, 3418 Baring St., Philadelphia, Pa.

Ohio, Indiana, Kentucky, Tennessee, and Southern States, Mrs. Cornelia E. James, Vernonville, Cincinnati, Ohio.

Illinois, Western States, and Southwestern States, Mrs. Isaac Lea Hillis, 1625 Sixth Ave., Des Moines, Iowa.

MRS. E. R. WEEKS, Cor. Secretary,  
3408 Harrison St., KANSAS CITY, MO.

The Department of Superintendence meeting of the N. E. A., which was held in Chicago February 27-28, March 1, was in every way a great success. Earnestness, dignity, good humor, and fair-mindedness characterized all of its sessions, and the thousand men who gathered there from all parts of the country surely gained new strength, courage, and energy from the contest of ideas which there took place.

On February 26 a preliminary meeting was held under the auspices of the citizens' educational committee, Franklin H. Head presiding. The general text for the evening's discussion was the one-man power. We regret we cannot give more space to the splendid addresses given that night. Nicholas Murray Butler, Professor of Philosophy and Education at Columbia University, was the first speaker.

"One great need of the Americans," said Mr. Butler, "is an aroused and intelligent public opinion which demands and supports the best."

According to Dr. Butler, in the superintendent of schools America has developed a school official peculiar to itself; in European countries what constitute his duties here are exercised by the minister of education; the inspector of schools, or the normal class instructor. Unfortunately his legal status and powers have not kept pace with his multiplying duties and responsibilities, but "the time is coming when the superintendent will in all cities be a statutory officer whose duties and tenure of office are fixed by law. In some places, in New York for one, this condition now exists, and in these places there is no friction. Professional judgment is needed in the schools, as in law and medicine, and the people are fast learning the fact."

As to the undemocracy of employing experts, Dr. Butler, in sarcastic language, which he employs so effectively, inveighed against the notion that inefficiency was a necessary accompaniment of democracy. "It is not necessary," he said. "Democracy is entitled to the best service. There is nothing so undemocratic as 'pull.' We are told that to have an expert and accept his advice is bringing about a state of 'one-man power,' and is taking the schools away from the people. The one-man power that is dangerous is the power of the man *who is not seen*. In this 'pull' game everybody is pulled for but the children. No one will pull for the children except the professional teacher who cares for and understands children, who knows her work and loves it.

"To what better are we entitled, and what can be more democratic, than to put a public servant out in the light of day, prescribe his duties, compel him to perform them in daylight, and to hold him responsible?"

Pres. Benjamin Ide Wheeler, of the University of California, spoke next. He emphasized the importance of creating and maintaining in the citizen a sense of personal responsibility.

President Eliot, of Harvard, expressed in voice and manner the quiet dignity and poise and convincing power of the expert scholar and leader of thought. All teachers of elementary schools will be pleased with the first statement we quote:

"As long as you have in Chicago one teacher to sixty or seventy pupils good schools are impossible. You should really have one teacher to five pupils. In every city there must be a board of education. The important question is how large this board should be. As big as can comfortably get

around a single table of moderate size, so that they can talk together without lifting their voices; without looking at any gallery; without thinking of anything but the straight road to do the right public service; without any ulterior objects beyond their work; without any motive except to get thru their business quickly, safely, prudently; without any thought of self, knowing each other, accustomed to each other's modes of thought, knowing therefore how quickly to reach each other's minds and come to an agreement and a conclusion. How many in such a board? Five, seven, nine perhaps—that the outside limit."

President Eliot insisted on the need of long terms of service for the members of the school that foresight and experience might be acquired. He then described sarcastically

#### TWO EXPERTS NEEDED.

"The Cambridge executive committee, composed of 'an excellent grocer, a tolerably good tinsmith, and an extremely incompetent and vulgar physician,' the whole of them being utterly incompetent in school matters. Would the schools have not fared better if they had been directed by a competent and conscientious superintendent?

"Now, what is an expert? It is simply a man or a woman who knows how to do his or her task. It is a man behind the gun who when he fires it hits something. It is a woman who puts on a button so it doesn't come off.

"That is just the way the president of the university works. He works under the guidance of governing boards of trustees, as a rule, and in consultation with a body of colleagues whose interests are his own, who, like himself, are devoted to the interests of the institution. Give the superintendent in the well-organized school system the same regular opportunities of consultation with his colleagues, the principals, masters, submasters of the schools over which he presides. There is another advantage in that method. It adds dignity to the function of the teacher. It brings the principals, some of them, into immediate contact with the superintendent and with the business agent."

The evening had been rich in good things, and the vast audience dispersed with eager anticipation of the next days' programs.

The first session of the convention opened in University Hall, Fine Arts Building, with Pres. Augustus S. Downing of New York, in the chair. Supt. of Schools E. Benjamin Andrews, and Howard S. Taylor, City Prosecutor, gave welcoming addresses. "In these days when millionaires endow universities from fortunes gained by corporate plunder," said Mr. Taylor, "the people insist that the state shall erect institutions as good as those founded by private enterprise, and place men in charge of them who will not be influenced by fear of the wealthy."

President Eliot, in discussion, spoke of definite improvements that have been made:

"A new motive is presented in our day to the teacher, parent, and child. It is the motive of providing human joy to all about us. We no longer give to the child a task we know he cannot do."

In the evening Walter H. Page, former editor of the *Atlantic Monthly*, spoke eloquently upon the subject, "The Right Use of Speech in a Democracy." Since language is the one art which all of us are obliged to practice, and which is from its very nature universal, it is surely our task to learn to use speech *effectively*, and so artistically, was one statement made.

Altho not lacking in material nor in an eager reading public we have no worthy prose nor ringing verse he said.

Mr. Page claimed that there is in our land no school for training in the one art that is democratic, altho it is perfectly possible to teach it. Practically, thus far all school work seems analytical. Manual training is giving us the clue. We must *make* something in words—be constructive. Children should be led to regard words as sacred things.

Supt. Aaron Gore of Denver then guided us along the "Trail of the City Superintendent," beginning at the little path which was first blazed in 1839 by N. Bishop of Providence, R. I. Like all pioneers they seem to have met

with obstacles and discouragements in plenty, but tho death or defeat came to some, the struggle was maintained in ever-increasing efficiency till today the path is no longer curving and uncertain, but broad and straight. "The superintendent of schools," he said, "is made, not born." Referring to the book agent, that "butt of all good-natured fun," the superintendent quoted, humorously, Shylock's words: "I dote on his very absence." He had a good word for the average school committee who, he said, was willing to grant to the superintendent a large per cent of judicious requests.

#### ALCOHOLIC PHYSIOLOGY AND SUPERINTENDENCE.

Interesting as had been the previous discussions, it was Professor Atwater's paper on "Alcoholic Physiology and Superintendence" which proved to be the storm center of discussion. His attitude seems to have been very generally misunderstood. He disapproves heartily of the present arbitrary, almost tyrannical, supervision of the schools in those states where teaching alcoholic physiology is enjoined by law, and in this view he was warmly seconded by Supt. S. T. Dutton, of Brookline, Mass. Superintendent Boone of Cincinnati was for reform, on the ground that the ethics of pedagogy demanded it.

Professor Atwater spoke with the moderation and earnestness of the scientific searcher after truth, and made no definite assertions about matters as yet unproved. His address opened with an account of some experiments tried under certain almost perfect conditions to test the effect of alcohol upon the human body. His conclusions were that alcohol might be considered a *partial* food (which is quite different from claiming that it is a perfect food.) It does not serve in building body tissue, in which it resembles fat and starch, sugar, etc., but it does become energy, and can thus be *sometimes* utilized by the body. After thus speaking *apparently* in defense of alcohol, Mr. Atwater did not hesitate to decry the terrible evils which follow in its train, the danger attendant on taking it even in small quantities. He suggested that one way of combating the evil was to lead the young to eschew it from a sense of responsibility to others. Tho I may be able to take it moderately, my friend may not; for his sake I will refrain. It was upon this ethical question that Mr. Atwater based his hope of meeting the problem. He referred with feeling to a great debt of gratitude he owed the workers of the W. C. T. U., and then proceeded to inveigh against the, to him, unwise and unjust *methods* of trying to overcome what was to him, as to others, an unquestioned evil. He said:

"There are many errors in these text-books. Sometimes the error consists in stating doubtful theories as attested facts; in other cases, the principles laid down are partly true and partly false; in still others, the statements are squarely opposed to the results of all of the latest and most accurate scientific research.

"The object is to oppose an enormous evil, to teach our youth to resist that evil. The purpose is most worthy; the trouble is in the method. The evil being clearly defined, a doctrine is formed to meet it, and evidence is sought to sustain the doctrine.

"The injury done by such teaching is twofold. The boy learns later that he has been mistaught and loses faith in the whole teaching, so that the effect is to undo much of the good that the teaching is intended to do. Furthermore, and what is still worse, the result must be to impress upon the pupil, and by the most effective agency, that of example, the example of the school, the Sunday-school, and even the pulpit, the idea that deception is allowable in a good cause; that the end justifies the means.

"The statements are enforced by quotations, of which some are by real authorities, but are too often put in such ways as to misrepresent their actual teachings, while others are from men who do not stand for the best research and the highest scholarship, but are quoted as the most reliable authorities.

"In one respect they are all alike. The impression which they give the pupil is that science teaches that alcohol, even in moderate quantities, is always harmful and never useful. This is untrue."



Superintendent Dutton and Superintendent Boone followed with papers confirming Professor Atwater's views. A number of superintendents in the audience made short talks along the same line. Supt. Henry Sabin was the first speaker for the opposition. He said:

SABIN FOR THE OPPOSITION.

"Judging by the applause given the gentlemen who have expressed themselves against these laws, the majority are with them. I want to say, however, that I will never put myself with a majority which is trying to undo the work that the W. C. T. U. spent many years in doing. I believe in teaching the boy that alcohol will ruin him, body and soul; that it is filling our penitentiaries, our insane asylums, and our graveyards. I believe in teaching him to let it alone, and I am opposed to repealing these laws on the quibbles presented here today."

Dr. W. S. Hall, of Northwestern University, said to be present at the request of local temperance workers, said:

"Some of the speakers say that text-books which call alcohol poison are untruthful. I contend that anything which kills as great a number of those who use it as does alcohol is a poison."

So great was the interest shown in this very important subject that it was voted to continue it the next morning.

The evening session was held at Central Music Hall and the speaker was Pres. Edwin A. Alderman, of the University of North Carolina, his subject being "The Obligations and Opportunities of Scholarship," which he treated with special reference to his own Southern states. After speaking of the new spirit of the South and of its development, he said:

"I believe that any Southern university is doing more, thru the broad-minded men it is training and sending into life, to lift up the colored race than nine-tenths of the schools for higher education of the negro, and if these universities had the means to set in operation academic forces to study and investigate and digest the great problem, instead of thrashing out old straw, their power would be increased tenfold. It is wise and just to help the black man, but it would be equally wise and just to recognize that the white man is the dominant force, and that he will act in the light of his knowledge and training."

At the Friday morning session Mrs. Mary H. Hunt, of Boston, National Organizer of the W. C. T. U., spoke eloquently in defense of the objects and methods of that organization, and claimed that Mr. Atwater had not proved his point. She said the text-books were being revised in order to be made strictly true.

Mrs. Jessie W. Bolte, of Winnetka, then took the floor and spoke from the standpoint of a mother and a member of a school board. She was distinctly opposed to the text-book method of teaching temperance in the public schools. "I moved away from Chicago, in common with many others, to avoid the horrible sights of a big city. I do not want my nine-year-old child to know the horrors of drunkenness," she said. "It is unpedagogical to teach from the negative side, and still more so to place a subject before a child until we have ascertained if he is at that particular stage of development which warrants such presentation. Only competent educators should prescribe how and when a given subject should have a place in a curriculum. I will teach my child temperance," she said, "by training him to leave unplucked the lovely wild flower for someone else to enjoy as well; to pass untouched the penny-in-the-slot machine, exercising self-control in thus saving it for the penny provident fund."

Professor Atwater in replying objected to the distortion of his views by his opponents, and said that they, in speaking of his experiments, picked out only certain ones of them, and did not take the average of them all, as was necessary. Someone in the audience asked him which boy had greater ground of complaint, one that was taught that alcohol was a poison, and grew up to learn he had been deceived, or one that was taught it was food and grew up a

drunkard. "Both may complain," he said, "and you have no right to distort facts either way." He asked, "Has instruction advanced temperance?" Several resolutions were introduced on the subject, and in the afternoon, when Chairman F. Louis Soldan of the committee on resolutions reported, the following were unanimously adopted:

In consideration of the deep interest which this department takes in every legitimate effort to advance the cause of temperance, and of its desire to promote in the schools of the country the teaching of temperance based on sound pedagogical and scientific principles; therefore, be it  
*Resolved*, That the chairman appoint a committee of seven whose duty it shall be to report upon the teaching of physiology in the schools, especially with regard to the condition and progress of scientific inquiry as to the action of alcohol on the human system, and to recommend what action if any by this department is justified by the results of these inquiries.

F. L. SOLDAN,  
 L. G. GREENLEE, } Committee.  
 E. H. MARK,

The conclusion of the discussion was followed by a brief contest upon the advisability of spelling reform, which Colonel Parker eloquently recommended, having in mind the many little children who will have to tussle with the abominations of our English orthography. "If you object to this reform," he said to his opponents, decision in his voice and a twinkle in his eye, "you are either one of the minority of natural good spellers, or else you have forgotten the unhappy struggles of your childhood." A resolution requesting the National Educational Association to appropriate \$1,000 a year for the next five years to investigate the question of spelling reform was voted down.

President Corson of the N. E. A., and State Superintendent Archer of S. C., extended a cordial greeting to the department, and promised a warm welcome to all when they should meet in Charleston in July, while John S. Macmahon of S. C., and F. Montague, made glowing speeches in behalf of their state, all of which was warmly seconded by Sec. Irwin Shepard in a few eloquent words.

#### NEW DEPARTMENT FORMED.

At a meeting of training teachers held the same afternoon an organization was formed which it is to be hoped will be given a place on the program of the N. E. A. as the Normal Department. It was voted by the members to send circulars to all normal training teachers. Miss Lawrence, of St. Cloud, was chosen president.

THE Philadelphia branch of the International Kindergarten Union held a meeting at the Normal School on Tuesday, April 3, 1900. During the short business meeting the delegates to the Brooklyn convention were appointed. It was announced that free leave of absence would be granted by the board of education to the forty or more public school kindergartners who wish to attend the convention; and also that Miss Blow will give us three lectures, commencing April 23.

Miss Caroline M. C. Hart, principal of the Baltimore training school, gave an excellent address on "Shakespeare and the Kindergarten." Her object was to show the direct bearing that the culture studies (literature, history, art) have upon the problem of child nurture. "They all relate to man, therefore to the child," and should be introduced as an integral part of the kindergarten training, not as something foreign to the work. "In life there is an inexorable 'logic of events'—the law of the spiritual as well as of the physical world is that every cause shall bring its effects. Shakespeare in his complete grasp of an action sees in it the whole sweep of its effects; he puts actions so close to their results that we cannot help interpreting the deed, seeing its true nature. This brings us to the consciousness that all deeds, and, therefore, all results, are of our own choosing."

Miss Hart traced the fact of human responsibility as it is shown to us in its different forms in painting, music, and poetry. She very aptly introduced the drama of Richard III, tracing his actions to their logical results, and quoting from the play his recognition of his own share in his undoing. No one who heard her masterly interpretation of Richard's development will dare to

use flattery with child or adult. At each stage of his character Miss Hart referred to a song from Froebel's Mother Play, "in order to show the great play song as a development of the little play song."

ZELLA NICHOLSON PARKER.

WE are requested by the editors of *Kindergarten Review*, in justice to all concerned, to make the following statement:

The article entitled "Simplicity in Our Kindergartens," published in the March *Kindergarten Review* under the signature of E. Cora Reed, was accepted by the editors of that periodical in good faith as original matter. It was submitted as such, and unfortunately was not recognized as a copied article. The real author is Mrs. Constance Mackenzie Durham, and the article first appeared in KINDERGARTEN MAGAZINE, March, 1892. Being asked for an explanation Mrs. Reed writes that a friend gave her a bundle of old essays to do *whatever she liked with*, and that "Simplicity in Our Kindergartens" was one of these essays, "revised by me, of course." Allowing for slight editorial changes here and there, comparison with Mrs. Durham's article as originally printed will show that Mrs. Reed's "revision" consisted in the omission of a few paragraphs, chiefly of illustrative anecdotes.

THE Child Study Club of Texarkana, Ark., is the result of the efforts of the principal and patrons of the Sunbeam Kindergarten, conducted by Miss Mary B. Crowder, of the Louisville Training School.

Miss Crowder is an indefatigable worker, a splendid organizer and instructor, and has founded a noble work in Texarkana. In addition to the regular kindergarten work Miss Crowder has done some successful training work, one of last year's pupils having taken a high place in the graduating class in Louisville this year. Respectfully,

(MRS.) JACOB M. CARTER,

*Cor. Sec'y Mothers' Child Study Club.*

MISS Amalie Hofer, editor of the KINDERGARTEN MAGAZINE, has been appointed an official delegate to the congress on Primary Education which meets in Paris during the summer of 1900. Miss Hofer will also be the official delegate of the I. K. U. to the Paris Exposition. She is now in Hungary, visiting the schools of Buda-Pesth.

ONE of the most satisfactory educational lecturers who has visited Omaha was Miss Frederica Beard, of Chicago, who recently spoke in that city. The Training of the Will, The Law of Interest, The Significance of Nature, The Second Gift, made up the course, one well adapted to reach parents, teachers, and Sunday-school workers.

THE Brooklyn Kindergarten Union met February 9, 1900, Miss Fannie-belle Curtis, president. The address was by Marcus White, principal of the Normal Training School, New Britain, Conn. Subject, "The Kindergarten and the Public School."

THE Michel Heymann Free Kindergarten of New Orleans has an enrollment of ninety-six children, average attendance sixty-seven. The principal is Miss K. C. Rodd, who has six assistants.

MISS STRONG, the principal of the Galesburg, Ill., Kindergarten Normal School, recently gave a most interesting and instructive talk on the kindergarten before the Omaha Mothers' Club.

THE Eastern Kindergarten Association celebrated Froebel's birthday in Boston April 21, 1900.

MRS. L. W. TREAT has been lecturing to interested audiences in Charleston and Savannah.

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Ten others were named in the April number. If you prefer, select a part of the twenty from that list, or send for five of these and the five famous pictures "The prophets," by Sargent, in the Boston Public Library, for 50 cents.

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MRS. ISAAC LEA HILLIS, OF DES MOINES,  
President Iowa Congress of Mothers.

# KINDERGARTEN MAGAZINE

*Vol. XII.—JUNE, 1900.—No. 10.*

NEW SERIES.

PAPER READ AT THE TRAINING TEACHERS' CONFERENCE MEETING OF THE I. K. U., BROOKLYN, N. Y., APRIL 19, 1900.

MARIA KRAUS-BOELTÉ.

**F**ROEBEL'S method aims to give nothing but "the material for play." A real fusion of learning, work, and play is only possible when the objects which serve the child in its play are not "ready-made," but invite independent mental and bodily action upon them. Ready-made playthings hinder childish activity; they train to laziness and thoughtlessness, and hence are much more injurious than can be expressed. The impulse to activity turns to the destruction of the "ready-made things" and becomes at last a real spirit of destructiveness. Also mere mechanical work of children, that which is done without exciting the imaginative faculties, is likewise injurious, because thereby the intellect becomes inactive. Patterns and elaborate material are a deviation which annuls Froebel's principles. His method is the very opposite, viz.: "the child receives only simple material which he can transform or compose into new forms within the limits of his nature, and according to simple rules."

In the kindergarten should be found happy, healthy, good-natured children; no proficiency in learning of any kind; no precocity; but just children in their normal state. Of all the kindergarten has to offer the best is: "children learn to love each other, to be kind to each other, to help each other, and they learn to play with each other, an accomplishment of the greatest moral importance to children of all ages—play being the normal occupation of children. Play is work without a practical object, i. e., work with the instinctive purpose of bringing into action the innate powers of the mind. It is so natural that we find it in young animals. In children it takes, however, at once an intellectual turn under the guidance of the parents, and is the best preparation for, or rather, "the beginning of mental culture." Thus all the positive result that can be expected from the kindergarten is play.

The less children are left entirely to themselves the better.

The superintendence should be such that they themselves desire to have it, because of feeling more at ease; and thus evil consequences will be hindered, and the good will be furthered ever more. Children need as yet guidance and help. The adult has to see to it that they are happy according to their fashion, and not according to the adult's. "Freedom with limitation" should ever and always be the call. That children of the kindergarten age should be left sometimes to themselves can be applied only to the older ones.

The games are only means, and not the aim of education. The characteristics of children are reflected in their play. At first the instinctive life predominates. Education steps in to modify, to moderate, to exercise, to guide and assist, to lead by example, so that the child becomes conscious of the highest expressions of the human being as an individual, by acquiring "self-reliance," independence and freedom; and he will perceive that "love" should not only exist in the narrow circle of a few, but that such love should grow strong within him to extend the same further out. In the true kindergarten nothing should be found of a forced production of the young powers, nothing akin to hothouse culture, or of an intentional assistance of mental-continuous guiding and schooling. No reasoning should be found, no theorizing or abstraction. Self-seeing, self-hearing, self-making, self-experience, self-thinking—these are the activities of the kindergarten child. While the school holds, or tries to hold, the attention of its pupils for about an hour at a time in one certain branch of knowledge, thus "holding-on" to one power, giving this a prevalent direction before others in order to raise the same in particular, the kindergarten leaves the little charges free, drawing equally, alternately on all the mental powers, charging none too heavily nor for too long a time, and hence is not so tiring nor "one-sided" as the school. Each effort is followed by recreation in inciting a new power. Just as in nature or in life in a short while ever new and different elements of culture are met. Children under seven years of age should not be "schooled," but should develop freely. Froebel rightly condemned the too early teaching by words, saying, "that it kills the powers of thought"; action it is that is required, and for this the child brings with him into this world his instinct of activity, that he may grow strong by his own efforts.

The kindergarten should not be degraded to become a play-school! Certainly the child's play-spirit is to be nurtured; but this is not meant for "toying." The instinct of activity in general is taken hold of, and this, showing itself in play, we perceive in the young child "activities," the aim of which should be followed up, i. e., the child's strength and abilities should be well used to reach these aims.

Ready-made toys are almost entirely excluded from the kin-



dergarten, and should be nearly so from the nursery. Their influence is of as little value to children as that of "ready-made truths and opinions" for adults in matters of which they ought to be enabled to judge for themselves. The best use children make of toys is to break them in order to examine how they are made, and of what they are composed, and to make of them something to their own taste. Something ready-made is, however, necessary, only it should be simple and not too plentiful.

The kindergarten materials provide for this, at the same time making the hands skillful; showing how much more their minds are intent on constructing than on breaking things. Froebel "purified" the already existing games from all elements not corresponding to the eternal true fundamental laws of education. On account of this we find in the kindergarten so many of the old "popular games," tho in a changed condition, rendering educational what had been "vulgar," and at the same time giving greater force to the pleasure evinced. Simple teachings in "direct lessons," an atmosphere rather than "a code of regulations," prove ever the best and surest means for the child's education. Experience becomes his teacher as in adult life, and his lesson is learned all unconsciously without a perpetual "Do it so," or, "Do not do it so." Members of a little community—the children adopt its manners and morals.

The games represent valuable appearances from the life of animals, plants, etc. In these games children find opportunity to "view" life known to them with a near aspect, for instance, representing pigeons and their life. When, later, they see the real pigeon-house and pigeons, the children are awakened to look at them with more interest than they should have done without such a game. A live pigeon may be brought to the kindergarten, its walk across the floor may be observed, how it turns its head, closes its eyes, and coos. Even the flight should be observed—how the wings spread and move; and in their imitation it would soon be perceived that the wings remain straight, that there is no undulating motion, no "joint" in the ends of the wings. Thus the child's individual development is being quietly advanced in such natural manners that true benefit is derived, mentally as well as bodily. Further, in this game the child learns to "breathe properly," to "move noiselessly," to "coo" with a low, gentle voice. It is not that the child plays pigeon, but how he does it. In this game, as in others, the child has true nature lessons; and leaving such thought out would degrade the game to a mere mechanical one. In the games the child learns intuitively actions and their meaning, a development of the senses of form and comparison, etc. A great point is, "that the child should subject himself in willing obedience to the rules of the game. If the child were to grow up without ever subjecting himself to "rules" his freedom would be just as much endangered as if he

had no freedom whatever. It is not that games are played, nor how gracefully this is done, but that it should be done truly according to the nature of what is represented.

Whether children show interest in games of various kinds according to their age, depends on their development. A rule cannot be laid down for this. Some games appeal to all children. When first entering the kindergarten they enjoy better to have games given them in a complete form than to develop such themselves. However, a quick-witted, lively, thoughtful child is at any stage more ready to develop a game with the assistance of a sympathetic adult playfellow; children five to six years old often ask for a game, but like equally well to arrange main incidents. If the child is observant and quite unconscious of himself this period is often reached quite early. Children like leadership, altho at times it may be well to let them suggest how a game shall be carried out, and if the kindergartner's way is found truer they will be quick to see and adopt it. Plays are usually spontaneous.

Games occupy a distinct place by themselves. For young children there should be more detail, freedom, creativeness; few words, simple music, much action; elements of house and family life; what is familiar to the child, many joining alike to complete a whole, simple idea self-expression. They should be short.

For older children there should be more freedom and creativeness, reaching from the home to outer and less familiar life; and individual responsibility should be given, as also occasion to choose and to decide. Children of five and six like to show their strength and vigor.

Competitive games may be played so long as not looking for the defeat of the competitor, but instead for the accomplishment of the task, stimulating all activities of body and will, particularly where the disposition is apathetic. The act of competing should, however, overshadow the result. Competition in regard to grace, ease, voice, politeness, etc., is desirable in its effect.

In Froebel's methods ethical culture occupied at starting a large place. The ethic faculty is one of the first to unfold in the mind of a child, and hence its training and culture have immediate claims on the educator. The fact that this faculty is there is sufficient to show that it is one of the essential roots by which means the child's nature receives nourishment needful for his perfect, healthy and vigorous growth.

Stories are the child's first introduction into the great world of the ideal in character and life. The first and highest use of stories should be to enable a child to form a pure and noble ideal of what man may be and do. In stories the child is also given the "sense" of a world beyond his own, teaching the child not to look on self as the center of all things.

Very carefully should be dealt with the imaginative faculty of the child's mind. Stories should be told in simple language.

Children love simplicity for the simple reason that it enables them to comprehend better. To the little child at our knee all life is new, and he is receiving his first impressions from the most trivial daily events. Every act he sees us perform, every word he hears us say, all are stamping their imprint on the plastic nature for good or ill. The child is too young and inexperienced to keep himself from evil influences. It seems out of place to seek material for stories from among the "Niebelungen," or in Greek and Roman traditions or myths, fetching from Olympus what is far beyond the circle of intuition for the undeveloped childish mind. To draw a word picture, i. e., relating that which is worthy of imitation, yet too far removed from the childish understanding, as also that which is objectionable, seems inadmissible. In the first case the children would stand before an unattainable elevation, in the latter case they would be led before unknown chasms, and in both cases the impressive and sensitive mind would become dispirited. Also, to keep children continually in a "rosy mood" is out of place, because in child-life many instances appear when tears will flow.

Stories for little children should contain but few facts, and these facts may be dwelt upon and described minutely, so that the word picture gives clear and definite ideas.

All the finer emotions, as sympathy, respect for the aged, kindness for the inferior or weak, may thus be developed. All stories should have an educative rather than an instructive value. The same story can be told over and again, and this is even preferable to the relation of a great many stories. Children like to hear true stories, and yet they delight in fairy tales which may be true in their way, i. e., true to the law of beauty and consistency, which in the realm of fancy is the same as probability in the world of facts. Fairy tales should have the inner significance applicable to the daily life, and thus help to ennoble many commonplace duties in the child's imagination. Nature stories are very attractive to the child. Nature offers a store more wonderful and beautiful than any fairy-lore. Such stories bridge over the gulf between facts and fairyland. For older children more facts can be given, instances can be more numerous, and description fuller, tho less minute. The stories are often so real that the children desire to act out in games or play the scenes which have been described, and here is the connection between stories and games.

Such stories should be avoided whereby the senses are "cleverly aroused" and kept in continuous excitement. The hearer must draw for himself the moral from the story, acquiring thus naturally the moral laws of a wise order in creation with its unchangeable laws, bringing to a proper understanding a just providence, thus teaching in time the young impressionable child to distinguish between good and evil.

## INDIANS IN THE KINDERGARTEN.

DAISY C. LAIRD.

**T**O know a child we must know what he comes from. The homes of the little Sioux children who come to my kindergarten at the Government Boarding School are surely not planned for the best development of young minds. A little log cabin with one room, containing a few old pieces of furniture, no decorations whatever, and no sign of cleanliness or thrift around, is certainly not conducive to the best development of any child, and it is from just such a home that many of these children come. The vast prairie is not suitable for farming, and cut off as they are from the civilized world, the boys and girls under my care have had scarcely a glimpse of industry of any kind. Their parents are totally ignorant of what is helpful to their children, physically, mentally, or morally, and it is with the greatest reluctance that they send them to school. What is good enough for them is good enough for their children, and they know nothing better than a life of indolence and filth and vice. They are contented to live in the fashions of their fathers, to eat dog meat and smoke cigarettes, to indulge in all manner of vice, and to teach these practices to their children. Bad living for so many ages has filled them with disease, and physically as well as morally the Indian has degenerated.

With a knowledge of such conditions what is to be expected from the children who come from these homes into the schools. If we find them dull and inactive in comparison with white children is it not a natural consequence? If they are stubborn and suspicious in disposition, and can tell a lie or steal a toy without shame, should we not feel that these tendencies are inherited from their fathers and are not the fault of the children themselves? It is only with a sincere interest in them and a loving sympathy for them that any lasting good can be accomplished in their behalf.

As they enter school with little or no knowledge of English, it is necessary to keep them in the kindergarten for several years, and many of them are not ready to take up primary work until they are eight or nine years old.



But however slow and dull they seem, the Indian children love to play. While ignorance on the part of the parents has crushed much of the spontaneity from the children, the freedom of their lives has not robbed them of the spirit of play, and it is this straw to which a kindergartner clings. The little girls, when left to themselves, may be seen playing much as any other children do. They are fond of dolls and make many of their own. They reproduce their experiences in play, build tepees and make mud pies, get sick, call the doctor and administer medicine. The boys build ranches and herd cattle, and are fond of ball and marbles.

While they play freely by themselves, in the school they are timid and self-conscious, and need much encouragement before they are able to loose sight of themselves and enter into a game with interest or enthusiasm. Dramatic games are not popular with them on this account, but they greatly enjoy any game of contest.

The kindergarten material is very attractive to them. They love the bright colors and are eager to handle and transform them, and it is in hand-work that these children most nearly approach the capability of their white brothers. Sewing, weaving, painting, drawing, and cutting are joyfully executed with various degrees of success. Modeling is a delight to them, but with many regrets on the part of the kindergartner we have not had a particle of that glorious material during the entire year. Not only clay but other nature materials have been very scarce with us. Our school is situated in a barren prairie without a single tree for miles around. The gathering of nature materials in the fall was limited to a small quantity of rose hips and a few dried-up seeds from the various kinds of weeds. The spring has been more generous with us, however, and wild flowers and cocoons, pussy willows and the returning birds have been greatly enjoyed. A pretty little creek which affords the water supply for the school is often visited, and the minnows, small fishes, frogs and turtles are quickly discovered by the children.

While they are quick to notice things with which they are familiar, they are not careful observers of nature. Altho they may know a bird by its flight, or be familiar with the habits of native animals, they do not associate their ideas, and for this reason their thought powers are but little developed.

The children are naturally cruel, and have little sympathy for life outside their own. They seem almost to delight in torturing or killing birds and animals, and care not what suffering it causes.

With so many difficulties to be overcome the education of an Indian sometimes seems like trying to play upon a piano with rusted and broken strings. We finger the keys one after another and only occasionally find one that will respond to our touch. But there are chords in these little lives which can be found, and it is our duty to find and bring them out. These Indian children have a desire to do and to learn, and it becomes the responsibility of those who know better things to live with them, and by a loving sympathy lift them to a higher plane of life. Their souls are God given and are capable of growing, and it is not for us to say that they are unworthy of our best efforts. As the Shepherd left the ninety and nine to seek that which was lost, so should we be willing to go out and bring these unfortunate children back to the fold, remembering that "Of such is the kingdom of heaven."

### THE LITTLE BOAT.\*

(Translated from the German of Ludwig Uhland by Bertha Johnston.)

THE current, shining brightly,  
A little boat draws lightly;  
But silent sits each brother,  
For one knows not the other.  
What from his knapsack's store  
Doth the brownd woodsman draw?  
A horn, which clear he soundeth;  
The echo quick reboundeth.  
His staff another taketh  
And soon a flute he maketh,  
And mingles its sweet toning  
With the full bugle's droning.  
The maid sat dumb, upright,  
As if speech failed her quite;  
But now her voice she bringeth,  
And softly, sweetly singeth.  
The rowers, too, keep time  
With oars that move in rhyme;  
The small boat flies along,  
Melodious with song.  
Hard strikes it 'gainst the strand;  
We part on reaching land.  
Oh, when again within a boat,  
My brothers, shall we meet afloat?

\*A thought for vacation.

ADDRESS OF COL. FRANCIS W. PARKER.\*

AFTER alluding to the pleasure it gave him to meet his old friends, Colonel Parker said:

There was an opportunity, a sensible school board, a board that conducted its affairs upon sound business principles, upon a plan that has always, in all times, brought success, a plan that the entire business world unqualifiedly indorses. No other plan has or will ever succeed. To appreciate this famous board it must be compared with other boards of the same functions. To have been for forty-six years a teacher of the common schools gives one a fair basis for comparison.

One of the profound mysteries in this world is the marvelous psychological change that comes over respectable, intelligent, and otherwise wise laymen when they are elected by their fellow-citizens to serve on school committees. Persons who would never dream of superintending an electric plant, managing a railroad, building a bridge over Niagara, leading an army, or commanding a ship, enter upon the duties of a school committee with the astonishing presumption that they can, with safety, minister directly to the welfare of children, mold society into right living, and shape the destinies of a nation by means of common education; that they can make courses of study, select teachers, examine pupils, and manage the internal and pedagogical affairs of a school system. This prevailing state of affairs would be ridiculous were it not so awfully solemn. The presumption of school boards is the acute distress of the nation; it is the culmination of bad politics, the very worst by-product of democratic evolution. For this presumption millions in money are wasted every year, countless children suffer, and free government is imperiled.

The members of the Quincy Board of Education made up their minds, after the most careful and thoro consideration, that they were not equal to the task of managing the schools which the good citizens of the town had entrusted to their care.

It is often said that when a school board gives up its authority to an expert its duties are ended; that indeed it has nothing further to do. This was by no means true of the Quincy committee. The superintendent was given full power to conduct the schools as he thought best. There was, however, one absolute requirement—he must succeed; and the committee was the judge of success or failure. Previous to 1875 the committee had examined yearly the schools in order to ascertain the progress of the pupils;

\*Delivered in the old Stone Temple at Quincy, Mass., April 20, the twenty-fifth anniversary of the Quincy movement.

now they proposed to inspect the schools to find out the efficiency or inefficiency of the superintendent; and well they did their work. What criterion they had, or upon what basis they estimated efficiency, is not known. Probably they estimated the real life of the school, the happiness and earnestness of the children, rather than technical details and quantity of book work done.

The school board's most important task was to defend the schools and the changes in the work of the teachers.

Good people do not easily alter their ideals of education. I have sometimes thought that theology had the deepest and strongest hold upon the human mind, especially in New England; but that is not true; educational ideas are by far the slowest to change. Noah Webster is mightier than Jonathan Edwards, technical grammar than predestination. It is useless for anyone who attempts to improve education to complain; the right way is to recognize the situation and make the best of it. Human progress is measured by the time it takes for a good idea to get into life.

The board of education fought many battles, and fought them all with great earnestness and wisdom. One battle stands out above all others. The battle-ground was the old Town Hall, which was packed with eager voters. Late comers were obliged to stay outside, altho it was a rainy day. Two thousand dollars a year seemed an immense sum for the taxpayers to spend for a man who walked or rode around from school to school. The leader in the campaign against extravagance moved a reduction of the appropriation that would cut off the man who amused himself by supervising the schools. The motion was carried with a rush. The second town meeting succeeding the first by a few days was extremely interesting. I shall not attempt to describe it, the memory of it always gives me a thrill. It was a battle royal for the little ones. I thought of the old days of Otis and Patrick Henry. At this meeting a motion was made to reconsider backed by eloquence rarely heard in these days. Only the leader voted against the motion, and the original appropriation was carried without a dissenting voice.

The battle for the common schools is the battle for human liberty, and Quincy was fortunate in the defenders of that which lies at the basis of our republic.

Permit me to interpolate a personal statement. I have been accused of fighting battles. It is not true; I never fought a battle, unless trying to teach school is fighting. The school committee did all the work of defense, and each member was a host in himself. The superintendent was granted the entire supervision of the town schools. The choice of teachers and their dismissal, the making of the course of study, the examinations, indeed everything that pertains to pedagogy, he relegated to his



principals, and they in turn to their teachers. The tyranny of the superintendent consisted in demanding that every teacher should become free thru self-effort.

The onus of all things disagreeable, such as the dismissal of teachers, the board took upon itself, merely asking the superintendent to make suggestions, which were sufficient for action. It gave generously an efficient support at all times; it did not hesitate to criticise, advise, or suggest. The first annual report was written under the frank and wise criticism of the committee; it was rewritten several times. The command was: "Make the people understand what you are doing." Thru forty-six years I have never found another such efficient school committee.

The new superintendent had an immense faith in the possibilities of human growth by means of education, a faith which has grown with his years and is now stronger than ever. He had also a great faith in free government, brought about by educating children into freedom thru self-activity. The battle for freedom, he thought, is not to be fought out in cruel, bloody wars, not by armies and navies, but in the common schoolroom, the camp and training ground for citizenship. The lessons of the civil war were to him lessons that taught how such awful horrors may be prevented by education.

Such faith led naturally to a spirit of open-mindedness, of work, of struggle, of research, for the truth. He had instinctively an all-controlling love for children, and a strong desire to help them to good lives. Twenty-one years in the common schools as a teacher, including three years in country schools and three as principal of a normal school, had taught him very thoroly the fact that he knew very little about the art of all arts. Every book upon education, printed in English, was on his shelves, but in them was scant knowledge of how to teach an American school.

I will not attempt to describe the educational situation in New England. One fact illustrates it fully: A diligent search was made on the rich and loaded shelves of Boston booksellers. One educational work, and one only, was found, a second-hand copy of Currie's "Grammar School Education." Do not misunderstand. Very much has been done in building up the common school. Most school systems were thoroly organized. That of Boston has furnished the pattern of organization for all time. There were excellent teachers, noble, disinterested men and women; but naturally tradition controlled, and there was a general, tho unconscious, belief that most things in education were fixed and finished. Among thoughtful people, however, there were grave doubts as to the profitable expenditure of school moneys.

The superintendent had an overwhelming desire to find out what was true and what false, what should be eliminated and what brought into the lives of the children. He longed for an oppor-

tunity to study with thoughtful teachers, to study children in order to ascertain that which was best adapted to them. There was not one question of progress about which he was fully decided, except to study education with the right attitude toward genuine development. He found thoughtful teachers, some of whom had been doubting and studying for years, others who were ready to put themselves into the work with hearty zeal. The teachers, forty-two, I think, in number, formed a faculty for the study of education. The superintendent led them as best he could, getting from them far more than he gave. The authority he had received he relegated to them, and in return demanded close study, original thought, creation, observation, reformation and independence. The teachers' meetings were the central means of movement. The superintendent trudged from school to school, watching the teachers, criticising them personally, holding conferences, and discussing questions. He taught in every class, over and over again, not by any means because he was a model, but because he wished to learn how to teach. It was exhilarating, delightful work tho filled with errors and doubts, crude, unformed, experimental, but withal progressive. He found genius among the teachers. One among the best has gone to her reward; she was a native of Quincy, and a child of truth. There were very few teachers who failed of reflection. They tried, they struggled with the problems; some failed, but most succeeded. They were ever ready to take and use criticism, ever ready to acknowledge failure and to look for better things. I shall never forget them, that little band of heroes. I see them now, facing the children and the eternal questions.

What has been accomplished? I should be most happy this day to clear up some common errors that have crept into the general judgment. There never was a Quincy method or a Quincy system, unless we agree to call the Quincy method a spirit of study, and the Quincy system one of everlasting change. A method in teaching means to most people a certain way of doing things, a way fixed and finished; something that has a beginning and an end; something rounded, routinish, and efficient; a panacea like a patent medicine, that may be applied with unfailing results. Method in this sense is the common and awful delusion of the present day. With the artist teacher method is the way he or she reaches an ideal. Therefore, method is entirely personal, ever changing, ever improving. Insight, elimination, improvement, are the elements of upward and onward movements. We, the teachers of Quincy, as a faculty wrestled with the greatest problem ever given to man. The faculty and its meetings brought inspiration, enthusiasm, help, and each teacher applied the things found in his or her own way, developing personality and, therefore, personal ability.

Those who seek for some special and peculiar method or de-

vice in the Quincy movement will never find it. Faith, ideal spirit, explain all that pertains to our success, whatever that success may be. The outcome was what may always be expected under similar circumstances—progressive movement. If you ask me to name the best of all in results, I should say, the more humane treatment of little folks. We tried to teach them, "not as children or as pupils, but as human beings." Each child has his own individuality, his stream of thought, his desires, his hopes and fears, his grief and joy. In school the child has too often a separate stream of thought, or a stagnant pool, totally separate from his real life. A child should have one life, wholesome and complete; and the home life and the school life should each supplement the other. However loving a teacher may be, the method of teaching rarely discloses a deep sympathy, which is the best there is in any teacher. We tried to make the children happy, so happy that they should love to go to school. The rod was well-nigh banished. The doctrine of total depravity will have much to answer for in the day of judgment. Flogging is the direct result of the belief that the child is innately bad, and must be whipped into goodness.

We knew that the child is good if he has a chance, an environment of goodness. This knowledge came to us from actual experience. One beautiful incident threw a flood of light upon the child's soul. Little Bumpus, who was blind, entered Mrs. Follett's class of six-year-olds. Without suggestion, the dear little folk put their arms around him and said, "We'll help you." Humanity begets humanity. Children long for something to do, and they love right-doing far more than they love wrong-doing.

The systematic cultivation of selfishness by bribery, per cents, material rewards, and prizes, were banished. The dark clouds were cleared away, and a higher motive, a nobler ideal, came into view. The humane treatment of children cannot be brought about by any particular method. It must spring from a deep sympathy, backed by courage and skill. The old-fashioned, stiff, unnatural order was broken up. The torture of sitting perfectly still, with nothing to do, was ruled out, and in came an order of work, with all the whispering and noise compatible with the best results. The child began to feel that he had something to do for himself; that he was a member of society, with the responsibilities that accompany such an important position.

I might end this description here, for I have told all that is essential; but there are mistaken opinions to correct, opinions that have done much harm. For one thing, we did not banish text-books; we added to them; change, not banishment, was the order. It was the custom for pupils to read thru in a year one little book that a bright, well-taught child can read from end to end in a few hours, providing always that he is not disgusted with the contents. They learned the book, often, by heart, from

their older brothers and sisters; they could say every word, chant it, sing it, repeat it in their sleep, behold it in nightmares. It did not require much wisdom or even common sense to furnish the children with all the best literature then published. The committee appropriated \$500 for children's reading, and I spent it as best I could. I packed the precious freight of new books into an express wagon and drove from school to school, taking up books and furnishing fresh sets. The flood of literature for schools we have now is not twenty-five years old. The introduction of so-called supplementary reading, now well-nigh universal, was then exceptional.

The spelling-book was laid upon the shelf. Spelling was learned by the Quincy children in the same way that the human race learns to talk, by writing correctly and continually. Language was learned as it always must be learned, by using it correctly. Technical rules came in where needed. The alphabetic method was consigned to oblivion in obedience to commands from the highest educational authorities. The outcry against this defiance of nature had gone up for hundreds of years.

Learning by heart condensed and desiccated statements in geography and history was to some extent eliminated. Geography began with the real earth, and "mud pies" were introduced. I remember an old beehive stand just back of the Coddington school. The stand furnished tolerably good legs and frame work. The top had been taken off and a molding table put thereon. With sand and images of continents we imitated the bees.

The committee said, "Three R's only," and I echoed it, with the mental reservation that some day, please God, the children should have better nutrition than formal teaching. They should have the great book of the Creator, and learn from it that "day unto day uttereth speech, and night unto night showeth knowledge." A naturalist took the principalship of the Willard school. He brought specimens of stuffed birds. One day Charles Francis Adams and G. Stanley Hall were visiting the school. On request, the principal brought in a stuffed duck which the pupils had never seen. I asked the children (it was the third grade) to write about the duck. They went at it with a will, and their slates were soon filled with good writing, correct spelling, and withal excellent thought. The visitors watched the work with interest. Mr. Adams turned to me and said, "You are teaching natural history." "No," I replied, "this is language." So it was, with a bit of thought behind it.

The criticism was made on all sides: "The children are amused and happy; they love to go to school; but do they learn? Can they spell?" and so on. Many of you may recall the Norfolk County examination. George A. Walton (no better man could be found), under the direction of the Norfolk County School Committee, examined the schools of the county town by town.



The examination was in the so-called essentials, the three R's, geography, and history. John Quincy Adams gave \$500 to have specimens of penmanship, number work, and composition lithographed. The results were published in a pamphlet. Figures gave the per cents town by town. The towns were lettered A, B, C, etc., so that no one knew the particular town so lettered. The pamphlet created a sensation. Many declared that the examination was not fair. They were astonished at the results. Later on an edition of the report came out, with the names of the towns given in full. Quincy had by far the highest per cent, and led in everything except mental arithmetic, and in that it stood third or fourth. This is the first time, so far as I know, that the foregoing statement has ever been made in public.

We learned that children may be happy, may love to go to school, may never have a prize, reward or per cent., and still learn. In fact, the reason why students manage to escape knowledge is that knowledge and skill are made the sole aims and bribery the means of learning.

I might fill hours recalling the memories of Quincy and its schools, but to what ends? The apparent success of the movement is easily explained. There was the opportunity, a faith, a spirit of work, an enthusiasm to find better things for God's little ones. The outcome cannot be explained by methods, devices and systems, by tricks of the trade, or by particular ways of doing things. What we did in Quincy was nothing new; it came directly from the great authorities in education. What we did is now well-nigh universal; but the mere following of authority, however good, does not always count for progress, repetition of devices does not necessarily bring improvement.

We stand today at the beginning of an educational movement that means the salvation of the world, and its elements are faith, spirit, open-mindedness, and work. The teachers are not responsible for what wrong ideas may exist, nor can school committees be justly blamed. The common school was born of the people, it is supported by the people, and its faults are found in the people. The people must demand, and they will receive; they must knock, and it shall be opened unto them. We are bound by tradition, by mediæval ways and deeply rooted prejudice. The good that has been done is simply a foretaste of what is to come. Our ideals are low. The future demands an education into free government, a strictly American education, an education to meet the demands of these times, with their world-problems that are weighing us down and the ever-increasing duties of citizenship. I repeat, not by the guns of a Dewey, or the battalions of Roberts or Kruger must these problems be worked out; but in the common school, where the quiet, devoted, studious, skillful teacher works out the nature and laws of life, complete living, and the righteousness that is to be.

## REPORT OF THE KINDERGARTEN DEPARTMENT OF THE ONTARIO EDUCATIONAL ASSOCIATION.

JEAN R. LAIDLAW, SECRETARY.

THE first day of the convention was of unusual interest owing to the presence of Miss Mari Ruef Hofer, Mrs. Mary Boomer Page, and Miss Grace Fairbank of Chicago, who visited Toronto en route to the I. K. U. at Brooklyn.

Miss Agnes E. Mackenzie was in the chair. After introductory business Mrs. Hughes welcomed the visitors in a few words and Miss Mari Ruef Hofer took up the subject of "The Beginnings of Music for Children," especially urging that the child's creativeness be encouraged in music as in other spheres.

In the afternoon Mrs. Mary Boomer Page gave a very suggestive and inspiring paper on "The Value and Significance of Play," and then led a circle of kindergartners in a march and a delightful series of games, including whole-circle games, running, and ball games.

Miss Hofer sang a number of charming songs, after which refreshments were served by the members of the Toronto Froebel Society and a social half hour was enjoyed. A hearty vote of thanks was tendered Miss Hofer and Mrs. Page before the meeting adjourned.

Some time was spent on Wednesday in business, including the election of officers and recommendations to the Education department.

The officers for the year are: President, Miss Edith A. Anning, Belleville; director, Miss Agnes E. Mackenzie; secretary, Miss Jean R. Laidlaw.

One of the recommendations to the department is to raise the school age to six years (now five), the kindergarten age to continue from four to seven, with power on the part of the trustees to raise the age of admission to five years in crowded districts. The public school department also recommended raising the school age to six.

It was decided to continue in affiliation with the I. K. U.

The department nominated Mrs. James L. Hughes as presi-

dent of the O. E. A., and were delighted to have her unanimously elected.

The last thing on the Wednesday morning program was a Round Table on Mothers' Meetings conducted by Miss Anning, who conducts a charity kindergarten in Belleville, probably the only one in Ontario. Miss Anning gives her services and provides the material, the school board providing a room and a circle of ladies paying an assistant. The members present showed much interest.

In the afternoon Miss Macintyre, of the Toronto Normal Kindergarten, led a circle in a developing series of games, ball games, activity and sense games, and symbolic games. Members from Ottawa, Hamilton, Toronto, and London also contributed new games.

On Thursday Miss Louise N. Currie, supervisor of Toronto kindergartens, gave an interesting account of a week's visit to Chicago kindergarten training schools and a visit to the Chicago Kindergarten Club. She emphasized the fact that the work there is thoroly organized and the workers very enthusiastic, altho great diversity exists in the work. Chicago Kindergarten College, the Chicago Kindergarten Institute, and the Armour Institute were among those visited.

Miss Laidlaw gave a brief account of the art work seen in Chicago Vacation Schools last summer.

Mrs. Hughes followed with an inspiring address on the subject of Household Economics. She urged that no other woman's work is so vital as that of home-making, and that the education of every girl should include training in this, and should result in making a womanly woman. After some discussion of the subject a very profitable meeting was brought to a close.

Mrs. J. B. Wyllie of Buffalo, one of the earliest workers in this department, was among the visitors to the Toronto meeting.

OH for a booke and a shady nooke,  
 Eyther in-a-doore or out;  
 With the grene leaves whispering overhede,  
 Or the streete cry all about.  
 Where I maie reade all at my ease,  
 Both of the newe and olde;  
 For a jollie goode booke whereon to looke,  
 Is better to me than golde.  
 —*Old English Song.*

SEVENTH ANNUAL CONVENTION OF THE I. K. U.,  
BROOKLYN, APRIL 18, 19, 20, 1900.

ON Wednesday, April 18, the annual convention of the International Kindergarten Union met for the seventh time, this year in Brooklyn, with headquarters in Plymouth Church, so long associated with the name of Henry Ward Beecher.

About one thousand delegates and members assembled in that historic place; the few foreign representatives were from Canada, but letters were received from the affiliated organizations in Germany, England, and South America.

At 10:15 a. m. the convention was called to order by

MISS FANNIEBELLE CURTIS,

superintendent of kindergartens in the public schools of Brooklyn, and chairman of the local executive committee. After a brief but cordial greeting she introduced Miss Haven, who in turn presented

SUPT. EDWARD G. WARD.

In his interesting address Superintendent Ward emphasized the importance of the early training of the child even while it is still an infant in arms, which implies that the mother needs instruction in kindergarten principles and methods. He said:

"This work should begin with the clergy, Catholic, Protestant, Jewish. While young children cannot understand the truths of religion, the soil can be prepared for the sowing of the seed of these truths. Every clergyman should be a student of pedagogy, kindergartens, and kindergarten methods. Able and earnest as the clergymen are, how many of them realize the transcendent importance of bringing the mothers together and giving them instruction as to the way in which children should be trained? . . .

"They should, however, understand the principles which underlie education, and the preparation of the soil to receive the seed of education. If the clergyman of a generation ago had recognized the necessity for the training of mothers there would be fewer empty pews in the churches today, and less need for religious revivals. If we can enlist the mighty power of the church in the home training of young children what may we not accomplish? With regard to the kindergarten the public system



of the borough is thoroly committed to it; and while we have but twenty-four public school kindergartens here, there is no community in which there are more earnest believers in the extension of the kindergarten movement."

Pres. Charles E. Robertson, of the school board of Brooklyn, was next introduced, and told the history of the kindergarten movement in Brooklyn. He said:

"In 1893 the first class was formed, and in October of that year F. B. Pratt, in the name of Pratt Institute, offered to maintain a kindergarten class if a room were provided in a public school. The offer was accepted by the Board of Education, as was a similar one in 1895 from the Asacog Club, and in September, 1897, thirteen teachers were placed in charge of classes. Now we have twenty-four regular teachers and twenty-one helpers. . . Great credit is due to Mr. T. Babbott, chairman of the kindergarten committee of the school board, for in every new school building that has been planned he has arranged that one room at least shall be fitted up for kindergarten purposes and no other."

Mr. Lawrence C. Hull, president of the Brooklyn Free Kindergarten Society, followed with a greeting from that organization and a brief history of its work since 1890.

These several addresses of welcome were responded to by Miss Caroline T. Haven of Manhattan, president of the International Union, who presided thruout with the quiet dignity and gracious charm that so characterize her personality. She insisted on the right to individual opinion, while reminding us that tho no one can see the whole light each may contribute to the light of all.

The rest of the session was devoted to the presentation of 200-word reports from the various affiliated societies represented, and the delegates from the cities of Chicago, Cleveland, Pittsburg, and St. Louis extended invitations in behalf of the kindergartners of those cities for the convention of 1901. One of St. Louis' seventeen delegates stirred a ripple of mirth by the happy statement that one of her city's kindergarten organizations had held a "really, truly fathers' meeting during the year." Sympathetic applause greeted the delegate from New Orleans when she said that her entire expenses would be met by the school board of that city, and, indeed, all references to the coöperation between school boards and kindergartens were received with delighted appreciation from those who realized what such mutual goodwill meant to the cause of education. Among the reports was

one from Mrs. Pollock of Washington, telling of a nursery maid's training class for colored women recently opened in that city; it includes lessons on children's diseases, on sewing and mending, and kindergarten lessons based on Froebel's "Pedagogics." There are now eighteen free kindergartens in the District of Columbia in connection with the public schools.

A recess was taken at noon for luncheon, which was served to all present, in the church parlors, by the Brooklyn Free Kindergarten Society.

The session was resumed at two o'clock in the afternoon. It was of the nature of a conference conducted by

MISS MINNIE M. GLIDDEN,

chairman of the committee on the question under discussion—"What do you consider the Froebellian Method of Using the Gifts and Occupations?" All sides of this vital subject were ably treated by experienced workers in the field, who spoke with the eloquence born of conviction and knowledge. Among these were Miss Josephine Jarvis, who has, thru her translations of Froebel, rendered such an inestimable service to English-speaking people.

Miss Lucy Wheelock of Boston, and Mrs. Mary Boomer Page of Chicago, followed. The latter said that Froebel's method was based, first, on the principle of unity underlying life; second, on the child's impulse to creative activity, which demands close observation that it be understood aright; and, third, on the assumption that the child is a miniature man. Recent psychology has disproved the latter idea, showing that functionally it is impossible for the undeveloped child brain to conduct the logical processes which are so natural to the adult brain. Speaking of a forced interest and its attendant dangers, she said:

"Unfortunately there is often a great divorce between outer activity and inner thought. Inner interest and spontaneity are absent, and a tendency to superficial coöperation is evident, or a coöperation induced by the enthusiasm of the teacher's manner. Logical thinking induced *from without* makes for too long continued concentration. This is foreign to the native, undirected activity of the brain. Periods of too great fatigue ensue, and fatigue of mental activity is one of the foes to healthful growth. Interest and spontaneity flag without too exciting a stimuli to produce a reaction. The association centers are feeble in childhood, and should not be unduly stimulated.

"In the conception of modern psychology the child is *not* a

miniature man. That which obtains in adult life is only nascent in the first seven years of childhood. We believe with Froebel that all the possibilities of life are inherently potential. We must exercise great care, however, in the *kinds of* stimuli used. . . the *times* of their presentation."

Mrs. Page then expressed the need of "opportunity in the kindergarten to observe motor life in order to discover what are the natural interests and choices of childhood. She then named some of the good results of the free play period used in the kindergarten connected with the Training School in Chicago in which she is interested. The teachers have become better able to understand "the hunger of the senses" as well as of the heart, and fewer mistakes have been made in the incentives offered for creative activity. Specifically mental processes have been revealed with much greater clearness; sympathy thru revelation of interest and home or street experience deepened. Greater simplicity in work and plan is very evident. Plays and games are freer, more individual, as well as unusual. The inductive method is more consciously followed and "glittering generalities" thereby avoided.

To the great regret of her enthusiastic admirers, Miss Susan E. Blow of Cazenovia was unable to be present at this session, and the paper she was to have given was read by Mrs. Ada W. Locke, of Pratt Institute.

MISS ELIZABETH HARRISON

of Chicago varied the proceedings by a concrete illustration of Froebel's methods. She gave a stick lesson, as described by Froebel in his latest translated work, "Education by Development." Her attitude was conservative, but was maintained with her usual forceful eloquence.

MRS. PUTNAM

of Chicago followed, saying:

"I sometimes think that in our study of Froebel we forget to read between the lines something, which seems to me, of vital importance, that is, the great difference in the environment of the children Froebel dealt with and those we are trying to help. While it is perfectly true that it was the 'universal' in childhood, that which is the same in all times, in all places, with all people, which Froebel would reach, yet there is such a vast difference in the surroundings of the baby who lives in a hotel, the growing boy shut up in the apartment, and the child of the streets of a slum district, as compared with the absolutely simple, natural

life of those children with whom Froebel lived, that it must be taken into account. Froebel did not have to talk specifically or theorize about this. It was *the life* which his children really lived from which all of his illustrations were drawn. Then indoors there was the simplicity, the thrift, the domesticity of the German household. As a matter of course the child had a part in that. Now, because of our way of living, something of this reality of life has to be brought to the child in a way that is more or less artificial—we have to *exploit* it, as it were.

"But again, because even then the school, with its conventional ideas and traditions, was seeking to institutionalize the child too early, Froebel entered a protest and declared that it must be done more wisely and naturally. Because of his own interest in mathematics, in crystals, etc., he emphasized these truths; but we must remember that all the while the child was drinking in from his out-of-door life the larger lessons of use and beauty which helped to unify the specific ones of form and number.

"Then what happened? In the extension of the kindergarten, the life-in-and-with-nature side of it became subservient to the purely mathematical side, for mathematics has always been more or less of a school fetich. Little by little the home likeness of the kindergarten was lost and its school likeness grew, until the child-garden *became* more of a sub-primary place of instruction, rather than a place for real individual development, a child's world where he may live and grow here and *now*.

"And what have we to do about this? 1. Go back to its original purpose, its original simplicity; as Madam Kraus says, 'stop enveloping and try more for the developing plan.' 2. Learn that it is not enough to take fragments of nature and life into the kindergarten; but the child needs to see as much of nature as is in his vision, in all of her moods. We need not fear that her illogical expressions will do harm, for already there is enough *law* manifested to lead the child to expect (that is if he is in an expectant mood), as to *suspect* the existence of a law behind this possible freakish expression. *We* need not fear for the inconsistencies of life, as the child sees it, provided also he has those conditions for growth which make for truth and beauty and goodness. 3. We are not to try to make an altruist of the kindergarten child (we couldn't if we would), but while encouraging their own self-reliance, their own love of obedience, we are to be constant living examples to them of the joy of service. 4. While we cannot have in the congested districts the fullness of outdoor life that Froebel had, we can *unify* life by opening the kindergarten door wide to *all rational, pure interests*, and by helping the child in the selection of those which are vital."

MISS C. C. M. HART

of Baltimore gave a deeply philosophical paper, claiming the



importance and necessity of metaphysics for the kindergartner. According to her judgment "vague sentimentality and wild practicality all find their cure in metaphysics."

MISS CYNTHIA P. DOZIER

of New York appealed to all thru her "sweet reasonableness." She gave a striking illustration of the value of kindergarten training in developing a child's self-activity. Some children who had been two years in her kindergarten were taken to a part of the country where they must depend for material on themselves and on what the farm produced. But these two years had put them in command of themselves. At successive Christmas times they sent Miss Dozier a variety of original objects fitted to gladden the eyes and heart of any kindergartner. Among them were dolls, engines, a donkey made of cornstalks and other treasures, all evolved from the childish mind, and made concrete by the childish fingers unassisted by adult advice.

Miss Geraldine O'Grady of New York spoke next, and Miss Patty Hill of St. Louis then spoke helpfully on the importance of the adaptation of materials to the children's needs, a point which young kindergartners are too apt to overlook, while Miss Alice Temple of Chicago treated particularly of the use of outside material.

MRS. BERTHA HOFER HEGNER

maintained that the gifts and occupations were to be taken as the tools or means to an end, and were not to be confused with the end itself. She made the interesting statement that Froebel, in explaining the educational value of his material to his contemporaries, emphasized the mathematical and geometric side of the gifts because that was what they could grasp. Mrs. Hegner quoted Frau Schrader as saying to her, that this "vain endeavor on Froebel's part to prove the educational value of his material to the educators of his day influenced him to work out in detail so many plays with purely form or mathematical facts as their end." He had said to her, "I long to have these men understand the spirit of my system."

Mrs. Hegner proved from Froebel's own words in "Pedagogics" and "Education of Man" that his use of the gifts as to method and sequence was not fixed, but was to be ever adapted to the particular needs of the growing child. She says:

"This last year I had the pleasure of visiting a mother who,

as a kindergartner, uses the first gift with her baby just a year old. She found the simple plays suggested in 'Pedagogics' on the first gift the natural plays that baby instinctively could play and enjoy. Most of us have seen kindergartners laboriously continue these simple games with children five and six years of age just because Froebel gave them. Froebel says: 'The plays I have suggested in certain succession will, of course in child's play and events of nursery, and at children's play tables, be arranged in different order; but mothers' should have within them clear perceptions of definite, simple law that exists behind the accidental play.' In the books above referred to Froebel suggests both the use of what we call outside material, and also the real work which brings about the feeling and spirit of home."

Miss Virginia Graeff of Cleveland won all by her gracious words.

In the evening, despite the rain and disagreeable weather generally, fully two thousand people thronged to the Academy of Music. Inside all was light and cheer, the American flag gave color to the reading desk, and lovely palms and azaleas evidenced the value of April showers, whether received direct from April skies or no. In that attentive audience were representatives from sixty different unions. Youthful members of the Brooklyn Kindergarten Union, distinguished by their springlike badge of green, escorted the guests to their seats, and the exercises opened with music from Shannon's Twenty-third Regiment band, which favored the company at intervals thruout the evening. Miss Haven presided, and introduced first Mr. Frank L. Babbott. He spoke strongly of the importance to the commonwealth of the kindergarten education. "When the State shall have added the kindergarten system to the public school system fully, it will have fulfilled its last educational duty," said the speaker.

Dr. William D. Maxwell, city superintendent of schools, was next introduced, and said:

"On behalf of the school system of the city of New York I bid you a hearty welcome to the borough of Brooklyn. Brooklyn can make no claim to preëminence in the matter of kindergartens. She was not the first city in the matter of kindergartens. That honor belongs to St. Louis. The public kindergarten system of Boston, Philadelphia, and Chicago is in advance of the system here; still there is no city in the country where the kindergarten has a more secure place in the public school system and in the hearts of the people than here.

"Here the history of the public kindergarten is somewhat different from the history of Boston and Philadelphia. In these

cities the municipal authorities took over the free kindergartens previously established and maintained by the Free Kindergarten Association. In Brooklyn, on the other hand, the kindergarten association remains in existence and maintains its kindergartens side by side with those of the public schools. I cannot but think the Brooklyn plan the better one. There is a constant tendency in every great public school system to allow the teaching to fall into ruts, to proceed with only mechanical regularity, to gain in precision and lose in enthusiasm and spontaneity. Against this tendency there is no barrier so effective as a strong, healthy competition on the part of private schools. I cannot think of any calamity that could befall the public schools greater than the extinction or decadence of those great private institutions, the Packer Institute, the Polytechnic, and Adelphi College. And just so with the public kindergartens.

"As I have said, it is still with us the day of small things in kindergartens; but it cannot remain so. The constitution of this state guarantees to every child a free education, which means that all children have a right to the best education that is going. Therefore we must extend this kindergarten system of ours until we see a public kindergarten in every block, if that is necessary."

Hamilton W. Mabie was the next speaker, and he created a laugh by saying that the distinguishing feature of his address probably lay in the fact that he should not welcome the assemblage. "The Kindergarten Idea in National Life" was his subject. He pointed out the true democratic spirit which is fundamental to Froebel's philosophy, and which his educational system tends to cultivate. The government of the United States finds inspiration in the Froebellian idea. For the first time in history man stands distinct and separate, free to do and think; and that he is a man is the secret, essence, and justification of democracy. Free church, free school, free field and the tools to use—"if this is not the essence of Froebelism I do not know what it is. No country than ours owes half as much as we do to other countries. The United States is debtor to history forever. Other nations began at the bottom; we began at the top, and back of the Declaration of Independence and the scheme of the constitution lie four thousand years of political thought and experience. To England, Germany, Italy, France, and Holland we owe a debt of gratitude we can never repay."

Mr. Mabie then dwelt upon the gradual transition of education from the family to the clan, and from the clan to the nation, and indicated the inevitable result of the advance of the kinder-

garten democratic ideal in eventually drawing together all nations in a common bond of union.

MISS WHELOCK

then gave a delightful address on the "Old and New," from which we quote: "Looking backward and looking forward are equally necessary to steady progress," she said. "The old landmarks must remain, but we may not repose beneath them, thinking the end of the journey attained. Truth is universal, but my vision of it may change as does my view of the sun with advancing day." The kindergarten body is in danger of repeating the history of other movements, in which there has been loss of power by division of forces, and it is due largely to the fact that we are emphasizing different aspects of the same truth, and forgetting that unity is not identity nor uniformity. "The stamp of orthodoxy is not to be placed on material, but on the method and spirit of its use."

Miss Wheelock considered successively the subjects of difference between kindergarten and kindergartner, such as child study, psychology, symbolism, gifts and occupations, etc., and was most successful in finding the "mediation of opposites."

"The biologist discusses recapitulation, rehearsals, ontogenetic, phylogenetic development, nascent periods, etc., while Froebel's school would use other names, as the mirror of nature, unfolding, race history and stages of growth. The one may be more interested in survivals, while the other clings fondly to presentiments and intuitions. Both would agree that the only use of a past is to get a future." Again, she says, "Whether we need more gifts or no we do need more conscious giving." "There has been, no doubt, exaggeration and perversion of symbolism in kindergarten practice, but I believe these errors to be less prevalent than is commonly assumed. No kindergartner makes the ball a means of revealing the idea of unity to innocent and confiding children, nor the gifts in their progression an agency to fill infantile minds with a knowledge of evolution. But would it not be a barren gift, a trivial plaything in which the adult could see no more meaning than a child?"

"Our common truths should bind us to a common cause. As a body we are pledged not to the new nor to the old, but to the holy mission of mending a bad world by creating a new one."

Dr. W. T. Harris, U. S. Commissioner of Education, succeeded



Miss Wheelock. Speaking first of the rapid advance of the kindergarten movement in recent years, Dr. Harris then named some of the tendencies which might retard or reverse the progress. The first danger mentioned was the financial one, which he found in the great cost of the kindergarten as compared with other grades, when length of session, room space, etc., were considered. As a remedy he suggested the two-session day with different teachers and sets of children. He also recommended much larger rooms, with as many as one hundred children to a room, one superior teacher and six to eight assistants. He said:

"While the whole of life is an education, the school offers a special kind of education, and is not a substitute for the education of the family in the home, nor for the education in civil society which the man gets by earning his daily bread by his trade or occupation. Nor can the school give the education which comes to a citizen of a civilized state from being governed by it and assisting to govern his fellow-citizens.

"Within the home the child finds scope for the development of his individuality in a hundred ways that the school or the kindergarten cannot permit, for the child needs at times to exercise his pure caprice and arbitrariness. He cannot learn to know himself and be sure of his inborn powers in any other way.

"Froebel was not seeking to invent a substitute for the spontaneous play of the child, but, on the contrary, to invent a transition from the home to the school. This connecting link should have a play element in it carefully preserved; it should likewise have in it a school element, namely, a regular program of exercises giving unity to all the work and all the play. The school is a social whole and there must be some degree of subordination of caprice to a general purpose.

"To take for granted that the kindergarten is only a play school is a serious error, and I am sorry to say that so ardent an advocate of educational reform as Pres. G. Stanley Hall has made precisely this mistake in his thoughtful and friendly criticism.

"By making a wrong metaphysical assumption as to the object of the kindergarten, and taking for granted that the kindergarten plays and games are a substitute for childish play in its totality, he has caused the larger part of his otherwise useful and suggestive article to become disappointing and even bewildering. For what can the kindergarten teacher think of the advice to make an exhaustive inventory of all the plays of childhood and introduce them into her program without ever inquiring how they relate to a preparation for the more serious work of the school? Into the kindergarten he proposes to introduce catching, throwing, and lifting games, apparently without considering what is safe in a schoolroom or the age at which children can acquire

that delicacy of muscular sense to enable them to throw accurately, or to catch what is thrown. He forgets, too, in this, what he has often taught in regard to fundamental and accessory, for to throw a ball properly and to catch it readily requires such a training as to enable one to do with fundamental muscles what one can do at first only with accessory muscles. Most people, in fact, never get beyond the lesson of manipulation with the aid of the hand and eye (using accessory muscles), altho training may be carried to such a point with the fundamental muscles that, for example, a marksman may hit birds on the wing, or glass balls thrown from a trap, without taking aim; or, like an English guardsman, handle the sword with hairsbreadth precision.

"The child produces what his fancy dictates and then he destroys what he has made. He comes to a sense of his freedom, positive and negative, by this. The power to destroy must be realized in the mind of the child, but a destructive habit must not be encouraged to the point of wantonness. Discovery has in it a large element of destructiveness. The child cannot become conscious of his originality without both making and unmaking, therefore, if you deprive a child of his play you produce arrested development in his character. If the kindergarten were to rationalize the child's play so as to dispense altogether with the utterly spontaneous, untamed play of the child, thus repressing his fancy and caprice, it would deprive his play of its essential character, and change it from play into work.

"Altho the kindergarten has to prescribe the exercises of the child, yet it endeavors to control him in a wise and gentle manner, so as to leave as much initiative with the child as possible. Were the child to be held to a rigid accountability in the performance of his task, it would cease to become play and become labor. Labor performs the task presented for the sake of the objective end or purpose. Play prescribes for itself alone and cares little for the objective value of what it does.

"It is the preservation of the form of play, and at the same time the introduction of objective value into the result, that constitutes what is new and valuable in Froebel's method of instruction."

On the second day of the convention a mothers' conference was held at Adelphi College, conducted by Mrs. C. E. Meleny, while at the same time, in Pratt Institute, the training teachers met in conference, Mrs. Alice H. Putnam in the chair.

At the first-named meeting Mrs. C. N. Chadwick gave the first address on the "Kindergarten and the Home." She characterized the modern school as an immense octopus slowly absorbing the interests of the home. Dr. Levermore followed, and he in turn was succeeded by Mrs. Theo. V. Birney. She spoke briefly but

earnestly upon home training, saying incidentally: "A young girl, during the course of her education, can dispense with Latin, Greek, and higher mathematics better than she can the study of child life." Fearing she might be misrepresented, Mrs. Birney came forward for the second time, after closing her address proper, and said she hoped no one would suppose she was opposed to college education. "I am not against college education. I want both kinds, but I do not want a college education to exclude that which fits a girl to undertake properly the care of a home."

Mrs. Margaret E. Sangster spoke next on "The Religious Training of the Child in the Home." She recommended taking a child to church while still a baby, even if he went to sleep or needed a book or scribbling pad for amusement. "Get him in the habit of going," she said.

The remainder of the morning's program consisted of "A Word of Greeting," by Mrs. Maria Kraus-Boelte of New York; an address, "Mothers' Meeting," by Mrs. M. B. B. Langzettel of New York, and a series of reports from the mothers' committee: Mrs. J. H. Stannard, Boston; Mrs. M. L. Van Kirk, Philadelphia; Mrs. James L. Hughes, Toronto; Mrs. Cornelia E. James, Cincinnati, and Mrs. Richard H. Wyman, Chicago.

In the meantime, at Pratt Institute, interested training teachers were discussing the pros and cons of "Free Play." The subjects for discussion were: "Free Play in the Kindergarten, and Simplicity in Works, in Games, and in Stories," "Does the Function of Free Play Admit of any Adult Interference?" "Is the Kindergarten the Place for Free Play?" and "The advantage of Substituting Traditional Games for the Kindergarten Games."

We regret that as the conference was *sub rosa* we may not at present disclose the good things said and done.

At two o'clock in the afternoon, in Plymouth Church, the subject of discussion was "The Kindergarten in the School."

Miss Laura Fisher, supervisor of kindergartens in Boston, gave a message which was listened to with eager attention. She explained the value to the kindergarten of its recognition by the public as a department of public school education, and her opinion of the criticism of the kindergarten by the higher grades can be summed up in the old phrase, "faithful are the wounds of a friend." Miss Fisher told in a few words the good effect of the kindergarten upon the schools. Among these were an increase

in sympathy with the child, increase in freedom of expression, in activity; more informal school life, mothers' meetings, prescribed course in kindergarten for all normal students irrespective of the grade they expected to teach.

Dr. Jenny B. Merrill of New York followed with a few words about Dr. Hunter's early efforts to introduce into the New York Normal College a study of kindergarten principles. She also dwelt upon the necessity of both kindergarten and primary grades being willing to meet each other half way if a real connection is to be effected.

Miss Harris, Miss Dozier, Miss Mina B. Colburn, of Jamestown, N. Y.; Mrs. Mary H. Baker of Worcester, and others, gave excellent addresses.

In the evening a delightful reception, tendered by the Brooklyn Kindergarten Union, was held in the Pouch mansion. It was a truly notable gathering, men and women foremost in child study having assembled from all parts of the country.

The receiving committee consisted of Miss Fanniebelle Curtis, Miss Alice E. Fitts, Miss Anna E. Harvey, Miss Mary H. Waterman, Miss Lillian Harris, Mrs. L. C. Williamson, Mrs. C. L. Pashley, Mrs. Charles H. Shepard, Mrs. A. H. Brockway, Mrs. J. S. McKay, Miss C. B. Lerow, Mrs. Tunis G. Bergen, Mrs. W. J. Barron, and Mrs. Franklin W. Hooper.

The music was furnished by the Kaltenborn quartet from Manhattan, composed of Herman Kuhn and John M. Spargur, violins, and Peter Allerup, viola, and Arthur Severn, 'cello. They were picturesquely hidden in the conservatory behind a great bank of palms. The selections of the quartet were delightfully rendered and were greatly appreciated.

Among the guests of honor were Miss Caroline T. Haven, the president of the International Kindergarten Union; Mme. Maria Kraus-Boelte of Manhattan; Miss Lucy Wheelock of Boston, former president of the union; Miss Elizabeth Harrison of Chicago; Mrs. Theodore W. Birney of Washington; Mr. Frank L. Babbott, chairman of the kindergarten committee, and Mrs. Babbott; Lawrence C. Hall, president of the Free Kindergarten of Brooklyn, and Mrs. Hall; Superintendent of Schools Edward G. Ward and Mrs. Ward; Dr. Levermore, president of Adelphi Academy, and Mrs. Levermore; Mr. Charles C. Robertson, president of the Brooklyn School Board; the Rev. Dr. J. Coleman



Adams and Mrs. Adams; Mr. and Mrs. Alexander Black; Dr. Walter G. Gunnison, president of Erasmus Hall High School; Mr. and Mrs. Andrew Jacobs; Mr. Tunis Bergen.

On Friday morning a business meeting was held in Plymouth Church and the following board of officers was elected for the ensuing year: President, Miss Caroline T. Haven of New York; first vice-president, Miss Laura Fisher of Boston; second vice-president, Miss Elizabeth Harrison of Chicago; corresponding secretary and treasurer, Miss Mary D. Runyan of New York; recording secretary, Miss Bertha Payne of Chicago; auditor, Miss Nina C. Vandewalker of Milwaukee. Miss Amalie Hofer of Chicago, now traveling in Europe, was appointed a delegate from the union to the Paris Exposition in accordance with a request made by Mrs. Potter Palmer.

Then came brief but brilliant addresses from many speakers. Miss Nora A. Smith fairly scintillated with good points made; Miss McCulloch of St. Louis was delightful as usual. Miss Williams of Philadelphia also assumed a rôle that proved a welcome reaction to the over-intensity of other occasions. Her witty sallies evoked delighted applause, tho their spicy dress did not conceal the genuine sound-substance of what she offered.

Mme. Kraus-Boelte, who was a pupil and intimate friend of Frau Froebel, read some interesting extracts from the last letter written to her by Frau Froebel. A resolution expressing the deep sorrow felt by the members of the union at the death of Frau Froebel, and their appreciation of her work for children, was adopted.

Mme. Kraus-Boelte and Miss Susan E. Blow were elected life members of the union.

Miss Lucy Symonds of Boston, Dr. Mary E. Law of Toledo, Miss Susan Pollock, Mr. James L. Hughes of Toronto, Miss Fanny L. Johnson of Wallaston, and Miss Sarah Stewart of New York, the latter being the original organizer of the I. K. U., also spoke.

Chicago was selected as the place for holding the next convention, and as the meeting came to a close Mrs. Alice H. Putnam of Chicago rose to her feet and grasped her little handbag, saying with an air which was a delightful mixture of business and naïveté: "Well, now I must go and get ready for next year."

The convention was felt by all to have been one of the most

successful ever held. Everything possible had been arranged to relieve the attending visitors of trouble and friction in the securing of boarding places thru the good offices of the *Brooklyn Daily Eagle* Information Bureau. The fine executive ability of Miss Curtis was so perfect that the wheels of the machinery were nowhere in evidence. The meetings were all characterized by a kind of harmony that made an atmosphere long to be remembered. Here were able women of strong convictions, representing the most diverse views; but each sought truth, and therefore each gave her own contribution and then respectfully attended to that of others in a spirit which made one feel that Froebel's constant search for unity in variety was here beautifully realized. As one visitor expressed herself, "The kindergarten movement has certainly grown some fine women."

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### HIGH AND LOW.

A BOOT and a shoe and a slipper  
 Lived once in the cobbler's row;  
     But the boot and the shoe  
     Would have nothing to do  
 With the slipper because she was low.

But the king and the queen and their daughter  
 On the cobbler chanced to call;  
     And, as neither the boot  
     Nor the shoe would suit,  
 The slipper went off to the ball.

—*Father Tabb.*

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### FAILURE AND SUCCESS.

HE fails who climbs to power and place,  
 Up the pathway of disgrace.  
 He fails not who makes truth his cause,  
 Nor bends to win the crowd's applause.

He fails not—he who stakes his all  
 Upon the right, and dares to fall.  
 What tho the living bless or blame,  
 For him the long success of fame.

*R. W. Gilder in "Great Thoughts."*

## THE CHICAGO KINDERGARTEN INSTITUTE.

BERTHA JOHNSTON.

ON the night of a memorable blizzard in the winter of 1893-4, when the streets of Chicago were deemed well-nigh impassable, three professional kindergartners, two musicians and a wielder of the brush artistic and broom domestic, purposing in their hearts to build a house, met to draw up their plans. Some one has said that environment means everything, but altho it means much, history has proven that it means infinitely more to be true to one's inner vision, conquer one's environment, and succeed in spite of it. Hence it followed that amidst the smoke and odors of the Chicago Stockyards district the site of their building was laid.

In a little room near the corner of Forty-seventh street and Gross avenue a kindergarten was established, the same room doing duty as a temple of learning for the thirty students who braved the grime, the distance, and the crossing of thirty-two unguarded railroad tracks. This corner became known as the Chicago Kindergarten Institute, presided over by its originators as co-directors, viz., Mrs. Mary Boomer Page, Miss Frances E. Newton, Miss Amalie Hofer, Miss Mari R. Hofer, Miss Ethel Roe, and Miss Caroline C. Cronise.

To the casual observer it might seem as if the kindergarten field were already covered by well-established training schools, but as every honest investigator feels he must of necessity reveal his individual grain of truth, so these six, believing they had their mites to add to the interpretation and application of educational principles as stated by Froebel, chose to establish the Chicago Kindergarten Institute as their medium of expression.

The kindergarten on Gross avenue began with Mrs. Mary Boomer Page giving voluntary service some months as director. It was then supported by the University of Chicago Social Settlement, conducted by two University of Chicago students as head residents, Mr. and Mrs. Page, Miss Amalie Hofer, Miss Ethel M. Roe and Miss Mari R. Hofer living in the neighborhood as co-workers. The kindergarten was afterward removed to a larger room in the settlement headquarters at 4638 Ashland avenue. Miss Mary McDowell having then become head resident of the settlement, gave the kindergarten and institute invaluable assistance, encouragement and counsel. With her coöperation a series of mothers' meetings were conducted by Mrs. Page, resulting later, under the continued inspiration and leadership of Miss McDowell, in the organization of the University of Chicago Social Settlement Woman's Club, one of the largest and most prosperous of its kind

in the city. The kindergarten at the settlement was continued under the direction of the Chicago Kindergarten Institute until the University of Chicago Social Settlement found the expense of conducting it too great. Its management and support then being assumed by the city, it became a public school kindergarten.

The Chicago Kindergarten Institute has also coöperated with the following social settlement or mission kindergartens, sending to them principals or assistants or both: the Chicago Commons, the Northwestern University Social Settlement, Clybourn Mission, Elm Street, Halsted Street, Marcy Home, Kirkland School, Helen Heath, Deaconess Training School, Gross Park, Frances Willard and the Horace Fletcher.

The last named deserves special mention. Trinity Church house mission room was found to be unused five mornings in the week. Thru an appeal from its rector, the church kindly gave the institute the privilege of establishing a kindergarten there, Miss Gordon generously contributing one hundred dollars toward its support. Twenty-five children were gathered in, and for a merely nominal salary three of the institute students gave their services during the winter of 1899-1900. Could this have been made permanent the institute hoped to gain a practical knowledge of the ability of their normal students as directors of kindergartens thru this opportunity of testing their powers. At the same time, for a limited expenditure, it could gather in some of the waifs who appeal so strongly to Mr. Fletcher's sympathy. The Neighborhood Kindergarten of the Chicago Kindergarten Institute was organized by Mrs. Page, who was followed by Miss Helen Shields and Miss Elva Batterson as directors.

The aim in this has been to carry on some lines of kindergarten work in coöperation with the daily life of the home at Gertrude House. This has been successfully done in lines domestic, æsthetic, and artistic.

The Chicago Kindergarten Institute has also sent directors and assistants to a number of the public schools as well as to several private kindergartens. This has enabled them to give each student experience not only in handling different kinds of kindergartens—public school, private or social settlement—but also in handling different classes of children, as according to the neighborhood the predominating element might prove to be Italian, American, German, Greek, cultured, uncultured, or mixed.

The kindergarten work of the institute among the social settlements received its first impetus from Dr. Graham Taylor, whose unwavering belief in the kindergarten's practicability and value in a settlement largely determined the institute to specialize their work in this direction. In more than one instance has it proven the first and a most important factor in establishing and continuing many branches of settlement work.

Besides this kindergarten practice work the Chicago Kinder-



garten Institute has resolved itself into two other departments, viz.: the Training School and the Gertrude House.

In 1896, owing to the growth of the classes, and the necessity of a more convenient location, the institute removed its headquarters to 530 E. Forty-seventh street, where they have continued up to the present writing.

The Training School Department at present consists of several branches, viz.: *The Regular Two Years' Course*, including all departments of study essential to the training of a sound kindergartner. *The Supplementary Study Class*, arranged to meet the requirements of students who have had at least two years' previous training, but who desire additional study in special lines. During the past years as many as twenty-five different training schools have been represented by students in this class. *The Post-graduate, or Normal Class*, open to students of two or more years' training and experience. This class is especially desirable for kindergartners preparing to supervise or superintend public kindergartens and primary work, or as a preparatory course for training teachers. The training work has been mainly carried on by the five directors at present in charge, ably supplemented by several eminent specialists.

Mrs. Mary Boomer Page conducts the classes in the study of the theory and use of gifts and other materials; critical study of modern educational methods and practices based upon the practical observation of prominent educational institutions; physical culture; psychology of plays and games, and structural program-making.

Mrs. Page, who has been so long identified with Chicago's educational history, received her educational training mainly in the East. She was for five years in Brooklyn Heights Seminary, making a specialty of music. While abroad in the summer of 1881, continuing her education, the plan of studying the kindergarten first suggested itself. At that time there were two training schools in Chicago, one taking the path of the free, the other that of the public school work. It chanced that Miss Boomer's attention was directed to the Free Association. She entered the September class of 1882.

Her first kindergarten was in Moseley Mission Chapel on Calumet avenue, supported by the Second Presbyterian Church.

This kindergarten was the second free one established in the city, the first being that at Pacific Garden Mission. Its influence indicates the importance of the kindergarten as an agent in mission work.



Mrs. Mary Boomer Page.

Up to this time Moseley Mission had proved inadequate as a reformatory power in its brewery district; its meetings were held too far apart; but the daily session of the kindergarten in conjunction with the attendant mothers' meetings soon made an appreciable difference in the character of the neighborhood. The growth of interest in this venture resulted in a few years in the building of a delightful kindergarten room in the rear of the building. This was accomplished by Mrs. Eleanor Reid. Meanwhile all the graduates in active work kept up their study along various lines, and conference classes were held in connection with the training school, the earnest study almost deserving the name of a post-graduate course. Means for the study of child nature were neither so rich nor so varied as now, and it was necessary for students to exchange experiences, and thru personal effort to constantly promote research in such directions.

In the fall of 1889 Miss Boomer was married to Charles L. Page. Both were active members of the Free Association, holding places on the executive board.

In the following spring the principal of the training school resigned, and Miss Boomer was asked to substitute as one of the older kindergarten directors who had been closely affiliated with the association since first connected with it. She finally was prevailed upon to accept the position for the ensuing year, with the understanding that if a person better adapted for the place were found available a change should be effected. The result of the year's experiment was the retention of Mrs. Page as principal of the training class till the close of May, 1893. She had presented her resignation in the winter of that year, asking the privilege of leaving thus early to take a trip abroad, and the privilege was graciously accorded her. She returned in September.

During the previous spring many plans of work had been proposed, and offers of various kinds had been made, that of greatest interest to her relating to social settlement work in general. Meanwhile she was considering with others the opening of a new training school.

Just at this opportune time came a proposal from the University of Chicago Christian Union that she conduct the kindergarten in the new settlement to be started in the winter of 1893. This work has already been mentioned in the beginning of this article.

Mrs. Page is the embodiment of enthusiasm and the possessor of rare executive ability. Her classwork is especially stimulating to independent thought on the part of the students. Her active service as a kindergarten director, and her years of experience as supervisor, have equipped her with unusual breadth in the latter capacity.

Miss Amalie Hofer conducts the classes in the study of the Mother-Play; Philosophy of History and Education; Science,

and History of Education, with collateral literature. She is also the editor of the KINDERGARTEN MAGAZINE. She received the training, which fitted her in an unusual degree to edit the magazine, in her father's printing office at McGregor, Iowa. She learned, practically, every operation involved in the publishing of a paper, from typesetting to the duties of forewoman. While upon a brief business trip to Chicago she unexpectedly, thru Mrs. Lucretia Willard Treat, became interested in kindergartening, so much so that she decided to take a course of training at the Kindergarten College. She studied for two years, after which she immediately engaged in active kindergarten work in Buffalo. In 1892 she became associated directly with the KINDERGARTEN MAGAZINE, which had been edited by Miss Cora L. Stockham and Mrs. Proudfoot. The lecture platform offered another field for her developing powers. From the land of the cowboy to Sabbath-keeping Canada, from the land of the Dakotas to the mountains of Tennessee, she has successfully carried the gospel of the kindergarten. During the World's Fair Miss Amalie Hofer met Fraulein Annetta Schepel, then of the Pestalozzi-Froebel Haus, Berlin, now of Sesame House, London. This meeting gave additional impetus to the line of work Miss Amalie had now undertaken, and the following year she united with the other directors in founding the Chicago Kindergarten Institute. Inspiring as Miss Amalie Hofer is as a lecturer, her powers are at their best in the classroom, particularly in her broad presentation of the Mother-Play, her intellectual ability being of the masculine type in its strength and vigor.



Miss Amalie Hofer.

Miss Amalie has spent most of her time since the opening of the institute at the Gertrude House, where her influence has been vital and stimulating.

Miss Frances E. Newton conducts the classes in the "Education of Man," literature, and stories, and some of the gift classes.

Miss Newton, to whose successful kindergarten at Chautauqua so many of Froebel's disciples owe their first interest in the movement, was born in Rochester, N. Y. Her kindergarten training she took in Chicago as a student at the Free Kindergarten Association, then presided over by Miss Schwedler, now Mrs. Barnes, and Miss Whitmore. The regular prescribed course being completed, it was supplemented by special courses at the Kindergarten College.

It was in the summer of 1890 that Miss Newton first became directly associated with the kindergarten at Chautauqua, which

had previously been under the charge of Miss Bemis. Then as now the morning hours were given to the little ones, while afternoon classes were held for parents and teachers. Chautauqua continued to be the field of Miss Newton's summer campaign until 1898, when upon going abroad she surrendered it to others of the faculty of the Chicago Kindergarten Institute.

Meanwhile, in the fall of 1890, came a call to Kansas City, to take charge of a kindergarten connected with a private school held in the Y. M. C. A. building.

So keen was her enthusiasm that she made time to give to related work, and so she issued an invitation to the mothers of her children and the other kindergartners in Kansas City, with a response most gratifying. A kindergarten club was organized. It met fortnightly in a room that was always filled. Among the charter members of this active association was Mrs. H. B. Weeks, now corresponding secretary of the National Congress of Mothers.

When asked later to accept the position of supervisor of kindergartens in Kansas City, Miss Newton was obliged to decline, and then for some years devoted herself to the immense correspondence arising in connection with the Chautauqua kindergarten.

During the World's Fair year she again became active in kindergarten practice, assuming the directorship of a branch of the Hull House kindergarten on Ewing street, then supported by the alumnae of the Armour Institute Kindergarten. She was in charge here until she became one of the founders of the Chicago Kindergarten Institute, her special subjects being Education of Man and Mother-Play.

The music work is conducted by Mrs. Ethel Roe Lindgren and Miss Harriet Engel Brown, both of whom are musicians trained along several lines, having had especial musical advantages at home in various schools, and several years of study in the Berlin conservatories of music. These have been supplemented by much practical experience as accompanists and leaders of children's classes under the direction of Mr. William L. Tomlins, and also by subsequent study of the methods of Mr. Calvin B. Cady.

Their work is twofold: first, to help the students to as free a use of music as possible as the means of self-expression by pure voice work (or vocal work); by the study and interpretation of the best kindergarten songs, and also by introductory music work, thru which they aim to give a working knowledge of the principles of music, rhythm, melody, and harmony as they are related to pedagogy. This includes the natural development of notation, which is followed by practical experience in music reading, going into two and sometimes three voice work.

Practical suggestions in piano technique are also given, which may be, and often are, supplemented by private work with one of the musical directors.



The second line of work is to inspire and assist the students in their work directly with the kindergarten children that the children may be helped to use music naturally, freely, creatively, as a means of thought expression. Most satisfactory results have been obtained from the children in original rhythms and simple compositions of their own. The directors, however, feel that the work is still in the early and formative period.

The art work has been given by Miss Caroline C. Cronise. Believing that thru the proper use of the principles of so-called art many of the most valuable experiences of the child during the nascent period are made possible, particular attention has been given to psychologically applying the same. In this, as in music, it is as natural for the child to express himself as to think; in fact in order to think he must express himself thru his fingers as well as by means of words. To train the students teach him to do this by means of clay modeling, blackboard drawing, water-colors, brush work, crayons, colored papers, etc., in ways that are suitable to his understanding and adapted to his powers, has been the chief aim of this department. This creative art work has proven the most valuable "occupation" in the kindergartens where the teachers have intelligently carried it out.



Miss Caroline C. Cronise.  
Miss Frances E. Newton.

Miss Cronise has studied with Mr. H. T. Bailey of Massachusetts, Mr. H. B. Snell of New York, Miss Amelia Watson of Connecticut, Miss Katharine M. Huger of New York, and attended a few of Mr. Arthur Dow's teachers' classes. She hopes to continue her studies a few months of each year with the special aim in view of training teachers to psychologically apply the work to children of kindergarten age.

Special manual work in sloyd and basket weaving has been given by Miss Grace Fairbank, as well as the regular "occupations."

The classes in nature study with outdoor excursions, under Miss Anna A. Schryver, have been of special value each year, proving an open sesame to hitherto sealed doors. Prof. James R. Angell, of the University of Chicago, has the work in psychology, and Miss Sarah E. Griswold, of the Chicago Normal, the work in normal primary grade methods. In correlation with part of the regular course, Prof. Frederick Starr, of the University of Chicago, has given a series of lectures this year upon anthropology.

Miss Josephine Locke has frequently brought her stirring originality, which acts like a tonic upon her hearers.

Fraulein Annetta Schepel and Mrs. Lucretia Willard Treat have ever lent their cordial interest.

The Mothers' Classes, conducted originally by Miss Amalie Hofer, have been growing in interest to such an extent that some of the mothers have entered the regular classes, their experiences proving of great value in class discussions.

The Gertrude House, which takes its name from Pestalozzi's ideal woman, is a home organized in 1894 by the Chicago Kindergarten Institute for its students. The principles upon which it is based date back to the home life which Froebel established with his students at Keilhau, a life which contributed fundamentally to the success of his training class. Inspiration to the Gertrude House was given by Fraulein Annetta Schepel, who represented the Pestalozzi-Froebel Haus during the World's Fair, while a visit by some of the directors to the Pestalozzi-Froebel Haus itself gave additional impetus. The aim of the Gertrude House, like that of the Pestalozzi-Froebel Haus, has been to bring more home-training and socialized student life into the course. The Gertrude House has, however, adapted itself more especially to the needs of American students in carrying on a home life upon an educational basis.

While the house has always been superintended by a resident-director, the members have had a share in its government thru fortnightly house meetings, where, after frank discussion, its matters have been settled by a majority-vote.

One of its aims has been to surround the student with a cultured and wholesome environment not attainable in the students' ordinary boarding house, and also to create a home atmosphere as unlike boarding school as possible. It has brought about a close acquaintance between teachers and students, and has given the latter opportunities for a certain measure of social life, from which it is so often the lot of the student to be deprived. For socializing purposes, and that the members of the household may thru experience gain practical ideas of responsibility, a certain amount of coöperative work is required. This consists, virtually, in the care of their rooms, except sweeping, and once daily either setting a table, serving at meals, or assisting in the washing and drying of glasses, silver, china, etc. These duties are changed every two weeks, are shared in common, and occupy a half to three quarters of an hour daily. Each duty is light, but owing to the discomfort caused to many if it is left undone or illy done, the importance of being faithful and responsible in small matters is forcibly emphasized. Each student likewise gains thru personal experience an invaluable practical idea of the relation of the individual to the whole, and the whole to the individual; consequently she goes forth well equipped to meet the practical requirements of a good kindergartner or a good social settler.

The work of the Gertrude House has been limited by the lack of suitable accommodations. Hopes are now being entertained of having in the immediate future such buildings and grounds as

will render possible the realization of plans for the work in its outdoor phases of nature study, gardening, and outdoor games. It will also be better able to gather sometimes under its roof the students who have already gone from its corners to settlements in New York and in Cleveland, to training work in South Carolina and Pennsylvania, to kindergartens in quiet villages or noisy cities, to homes, or to missions in the Philippines and India.

However this may be, the workers who have gone forth, or who will go forth, will ever find the latchstring out in quarters old or new.

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### QUEER LITTLE HISTORIANS.

**J**UST a raindrop loitering earthward,  
All alone,  
Leaves a tiny "tell-tale story,"  
In the stone.

Gravel tossed by teasing water  
Down the hill,  
Shows where once in merry laughter  
Flowed a rill.

In the coal bed, dark and hidden,  
Ferns (how queer!)  
Left a message plainly saying,  
"We've been here!"

You may see here tiny ripples  
On the sands,  
Leave a history written by their  
Unseen hands.

Why, the oak trees, by their bending,  
Clearly show  
The direction playful winds blew  
Years ago!

So our habits tell us, little  
Maids and men,  
What the history of our whole past  
Life has been!

—*Boys and Girls.*

## A VISIT TO HUNGARIAN KINDERGARTENS.\*

AMALIE HOFER.

*Budapest, April 21, 1900.*

FROEBEL'S birthday was spent in visiting the Hungarian Froebel Training School, where I found the children as happy as if they were in a certain Halsted street kindergarten, and the director in charge with the same light of good-will in her countenance which shines wherever the mother-eye is watching for the goodness in her children. One of the conditions of admission to this well-established training school is a knowledge of the violin. Every one of the seventy-eight student-assistants must be able to head the grand march with violin to her chin, and even tho the toddlers hang to her skirts she must keep the bow moving. During the playing of games, the instrument passes from one assistant to the other, and is even at times handed to the director-in-charge, for tuning. I expressed my pleasure at this ability among the students, and was met with the astonishing exclamation, "You do not all play the violin in America! No?" I tried to imagine Mrs. L—— or Miss B—— conducting an orchestra of violins. During the games and plays an irresistible vigor and frolic was exhibited, and I found myself winding with the snail march to Hungarian song, just as I have done in several other languages in other cities—Naples, Berlin, St. Gall, and Boston—but always to the same tune. Hungary is making a patriotic effort to speak her own language (instead of German), and the text-books are therefore very limited. Two song collections and one general hand-book of educational history constitute the kindergarten library. No "Mother-Play Book" or "Education of Man" are yet to be had, altho fine lectures on the theory and practice of child-rearing are provided. Count the long list of books, the many lectures, and the splendid lives that have been and are being contributed to the science of child-nurture in our own country, and *measure the privileges of your kindergartendom!*

I wish you could all meet me to-morrow morning at the seven

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\*Extract from a letter from the editor.



o'clock steamer, and take the Danube trip to Vishigrat—a beautiful hill promontory which compels the mighty stream to change its course and wind around its very feet. Vishigrat has a great green hill slope where once the Niebelungen met the Huns of Attila and engaged in the most magnificent of duels, losing their shining armor, mighty steeds, and blood of all their brave knights, because of *das minnige maid*, Chriemhilda, who revenged the death of Siegfried.

The Hungarian woman who was my interpreter during the visits to the training school is a strong, sterling character, whose influence upon the work thruout this country where might has only too long been right, has won my warmest admiration. "How did you become interested in this work," I asked. She answered in naïve German, but with dramatic Hungarian gestures: "One day, when I was thirteen, my mother said, 'Would you like to be a *kindergartnerin*?' Thinking of the *gardening part*, I at once said yes, and in a few days I was entered as a student. All the day I wondered where the garden was, and thought about the planting and the growing. At last, on the third day, the professor said, 'Now we go to the kindergarten.' I was so joyful that at last I could see the flower beds! Can you think my astonishment, when, instead of roses and bushes I saw only girlies and baby boys! That was many years ago, and nowadays I truly see the roses and the lilies and the freshness of green bushes in every kindergarten."

## FOURTH ANNUAL MEETING OF THE NATIONAL CONGRESS OF MOTHERS, DES MOINES.

THE fourth annual convention of the National Congress of Mothers was held in Des Moines, Iowa, May 21-25, 1900, the first time in its history that it has met outside of Washington, D. C. The honor thus accorded Des Moines is largely due to the earnest enthusiasm and indefatigable efforts of Mrs. I. L. Hillis, of that city, who was ably seconded by the Des Moines Woman's Club and the Commercial Exchange.

The convention assembled for every meeting in the large auditorium, which was decorated with the association colors, pink and blue. Indeed, these colors formed a marked feature of the city for the time being, as merchants expressed their interest in the large gathering by charming window decorations.

After some stirring music from the Iowa State Band, Mrs. Birney, the president, welcomed the visitors with a few gracious words. Cordial greetings followed from Ex-Governor Jackson for the state, and Mayor Hartenbower for the city. Then Mrs. Theodor W. Walker spoke for the Woman's Club, whose president she is, and which was largely responsible for the excellent care the delegates received. Mrs. Hillis expressed the greeting of the mothers of Iowa. In a gown of pink, and carrying an armful of pink roses, she closed her address in the following words:

I bear in my arms a sheaf of roses; ninety-nine pink roses, childhood's color. Each blossom is symbolic of one of Iowa's ninety-nine counties, they are bound together into one cohesive group by this band of blue, the holy hue of maternity, representing our mother Iowa holding in her clasping arms the sisterhood of counties. Each petal of each rose, shaping its life about a golden center, and helping carry to the world its message of sweetness and pure living, represents an earnest worker.

Iowa mothers have found the principles and ideals of this congress to hold the golden central truth around which in new-kindled strength and purity of purpose we are shaping our lives, in the hope of making the world richer and better for our having lived.

I lay this offering, dear Madame President, not at your feet, for that might mean passive subjection, but at your right hand, for that means service. It is loyal love and unselfish service which Iowa mothers offer to our congress president, herself the most loyal mother and unselfish servant of all.

And to you, coworkers, guests, and friends, we give greeting. May your sojourn in Iowa be fruitful of pleasure to yourselves and profit to our congress as it will surely be a benediction to the mothers of Iowa.

Mrs. D. O. Mears, president of the N. Y. State Assembly, responded for the East, mentioning especially Portland, Me., where in 1815 was held the first mothers' meeting. Mrs. C. E. Allen, of Salt Lake City, responded for the West.

Miss Harriet A. Marsh, president of the Michigan Congress of Mothers, spoke eloquently for the women of the North, and

Mrs. Robert Cotten, of North Carolina, for those of the South, the latter saying:

It has been said to me that the South is the home of unprogressive women or, the "old woman," as she is often called. But the dignity of motherhood immortal, and the claim to distinction which the "old woman" can establish is that she was the mother of the "new woman," and mother-like prepared the earth for the pleasure and welfare of her daughter.

Before the adjournment, letters were read from 'the Parents' National Union of London, Dr. Lyman Abbott, Admiral Dewey, Benjamin Harrison, and Elizabeth Cady Stanton.

On Tuesday morning the first business session was held and reports of officers received, that of the committee on legislation revealing many plans in our laws relating to women which need mending, tho the chairman, Mrs. Stanwood, suggests education rather than legislation as the remedy.

At the afternoon session

MRS. THEODORE B. BIRNEY

spoke on the "Power of Organized Motherhood to Benefit Humanity." She reviewed the good work already accomplished along various educational lines, and in efforts toward uplifting the drama and purifying the press. She mentioned plans attempted for cultivating in the children justice toward the lower animals, and urged the need of wise and loving instruction in the holy mysteries of sex. It was a strong, tender, encouraging address, which, showing what had been already accomplished, made one hopeful and eager to do for the future.

Tuesday afternoon, with deliberate purpose, Dr. Chrisman tossed an explosive into the hitherto peaceful assemblage of thoughtful mothers. He is professor of paidology at the State Normal School of Emporia, Kan., and stated bluntly certain conclusions recently advanced by certain students of race development. He declared that men do not really love, nor women reason; that the real, tho possibly subconscious purpose in the socials and parties and pretty clothing and accomplishments given the girl are to make her marriageable. "Then why will it not be better to let the girl know, and everyone know, that there is an education which fits for marriage and maternity." He advocated the adoption by all colleges of a department of child-study. The modern college fits the man for his life career, but by no means prepares the average woman for hers.

As has been stated, domestic art and domestic science are entering the universities, but these will never train for motherhood. The present courses train the reasoning faculties so much that the student becomes a thinker. For motherhood the student must become a lover. If domestic economy trains the young woman to care too much for a fine and nice and clean house she may not want children, because children too often play havoc with such things. In order to counterbalance such influences, the science of the child should be given, so that thruout the college always and ever foremost in the soul of the girl is kept the mother love.

Dr. Chrisman's paper evoked spirited replies from Mrs. H. H. Birney of Philadelphia, Mrs. Hall of Berwyn, Ill., specialist in child study; Mrs. E. H. Weeks of Kansas City, and Hon Thomas H. Smith of Harlan, Iowa. Dr. Chrisman explained later that he had spoken from a biological rather than an everyday standpoint, and with the intent to set people thinking. He certainly succeeded, and assuredly no one will regret the active discussion provoked by his statements belittling the fathers' responsibility.

On Tuesday evening the social instincts of the many visitors were gratified by two brilliant receptions. At the first Governor Shaw received with his wife and many state officers at the capitol, which was brilliantly lighted thruout. Afterward, from 9 to 11, the guests were delightfully entertained by the Woman's Club.

Wednesday morning New York State's representative, Mrs. Mears, gave her report, while Mrs. Mead gave hers for Pennsylvania, and Miss H. A. Marsh spoke for Michigan. All were both interesting and valuable. It is gratifying to note the place the kindergarten holds in the hearts of thinking mothers.

MRS. A. J. MURRAY

is a beautiful, cultured, and charming colored woman; a graduate of Oberlin College, and resident in Washington, D. C. In her eloquent address on "Mothers' Clubs Among Colored Women" she reviewed the history of her race during the past forty years of their sojourn "in the wilderness." To further the establishment of kindergartens amongst her people she is trying to raise funds to bring four women respectively from Tuskegee, Atlanta, Shaw University, and from Louisiana, to carry the kindergarten gospel thru the Southland, eventually making it a department of normal training in Southern schools. The National Association of Colored Women met first in 1898. There are now twenty-five mothers' clubs in Virginia. It is hoped a State organization may be formed before 1901.

Wednesday afternoon Dr. Leartus Connor gave a strong paper on "Physical Training as Necessary as Intellectual to the Fullest Development of Manhood." Mrs. Stoutenborough, of Plattsmouth, Neb., followed, voicing the need of individual training to balance the present kind, which educates for "ornament" rather than use.

HON. HENRY L. SABIN

then spoke on the "Parents' Duty to the Boy in Fitting Him to Become an Intellectual Citizen." Like many other speakers he showed the necessity of home and school consciously complementing and supporting each other.

The best way to train a child for public life is to fit him to do business honestly, promptly, and with due regard to the rights of all with whom he has business transactions.

He urged the absolute need of the father being in moral worth worth all that he wishes his son to be. He must train the boy to



regard the ballot as a sacred trust; not to seek office, but to be willing to sacrifice his own welfare if his country's needs demand.

The influence of the home atmosphere upon the growing boy's soul was well brought out:

The home ought to teach many things essential to citizenship to which the school is a stranger. The girl must be given time to learn household arts under her mother's tuition, and the boy the high art of making himself useful in many ways, in garden, barn, or store. He must not be brought up in idleness.

At noon the Woman's Press Club of Des Moines entertained the visiting press representatives at luncheon, and a delightful hour was thus spent in the Grant Club rooms. Almost thirty were present.

On Wednesday evening, after a sacred chorus by St. Paul's full-vested choir, Prof. M. V. O'Shea gave his address, "The Religious Training of the Boy." Points made were: that religious education should be determined by the nature of the child mind; the child dwells at first in a concrete world, and regards things in relation to his own pleasure or pain; after five or six years the altruistic sense develops; at adolescence his expanding soul seeks for final causes.

Religious training must follow these changing phases. The child should be surrounded by influences which suggest good conduct, for the reason that all ideas however put into the mind tend to work out in conduct. . . . To get good to prevail it is best to embody it in concrete personality.

Explicit religious instruction must be at first entirely concrete. It should start with Bible stories in which the characters become real living personages. There is no place before adolescence for the study of dogma. The most vital period for religious training is during adolescence. Then is ambition born; religious training should guide rather than repress it.

There is great need of the church establishing amusement places for young men, providing them with billiard halls, bowling alleys and the like. The church must not run counter to all the interests of young men; it must rather give their native tendencies a religious bent.

Dr. H. O. Breeden of Des Moines opened the discussion, warmly indorsing Professor O'Shea's conclusions.

Thursday morning was devoted to three-minute reports from the delegates, and to the business of amending the constitution. A greeting was read from Miss Amalie Hofer (one of the committee on literature), now in Hungary.

At the afternoon session Miss Haven, president of the I. K. U., spoke on "What the Kindergarten Effects in Woman's Education." She demonstrated conclusively the value of kindergarten training as a means of broad culture, which not only fits the student for effective kindergarten work but enriches her mind and character for whatever may be her future vocation. Character, good health, a command of the English language, power to interpret good literature, to tell a story well and to think independently; ability in music and art, were among the qualifications of a good kindergarten, and these based upon a good high school education.

The kindergartner must "learn to find power to make herself a force in the world." She must understand childhood and possess cheerfulness, fidelity, serenity, and tact, often under disagreeable conditions.

Her work with the children gives her aims supplied in no other way, and thru her efforts to reach her ideals she gains a control of self, a poise of body, mind, and soul that tend to make her a sweeter and a stronger woman.

Prof. Mary Roberts Smith, of Leland Stanford University, spoke next on "Immaculate Womanhood." She portrayed ably the gradual changes in woman's relation to society from primitive times down. A contradiction arose between the value and dignity of motherhood on the one hand and the degradation of mothers on the other. According to Dr. Smith education should do three things for the human being. It should teach him (a) obedience to the bonds of family, the laws of nature as exhibited in his body and nature, and the laws of his country; (b) to love work; (c) to give (the law of mutual responsibility). "The immaculate womanhood of the coming years must be pure with the purity of thoro knowledge, strong with the vitality of consciously desired motherhood, gracious with the heavenly pity and tenderness of spiritual resources."

Mrs. Gaffney, president of the National Council of Women, succeeded with a witty talk on the "Influence of Women."

A paper on "Domestic Science" was then given by Mrs. Mary Moody Pugh, vice-president of the National Household Economic Association. So large was the attendance on this inspiring occasion that an overflow meeting was held in an adjoining building.

The Auditorium was again thronged on Thursday evening,

COLONEL PARKER

being the magnet. "Ideal Education" was his theme. "The university," he said, "asks 'what do you know?' The world asks, 'What can you do?' Knowledge as an end and ideal is an utter failure."

Among those essentials secured by true education he named sound health, helpfulness, trustworthiness, cheerfulness, good taste (in dress, in language, in home-making, in all things), patriotism and knowledge, understood, assimilated, useful.

On Friday morning unfinished business was concluded, and then Mrs. Erskine spoke on "Discipline and Punishment." She dwelt especially on the law of love and the cultivation in the child of respect for the rights of others at the same time that he is taught to respect himself. He must learn self-discipline at the mother's knee.

Colonel Parker then submitted to an examination on ways and means by the assembled mothers, and came off with flying colors.

Friday afternoon brought a symposium on "Child Saving in its Various Phases."

Mrs. Florence Kelley, secretary of the New York Consumer's League, told of the "Unseen Dangers to Childhood Resulting from Present Industrial Conditions." For the ever-present danger of disease germs carried by ready-made garments, she laid the responsibility on parents who fail to insist on garments being made under sanitary conditions.

Miss Mary S. Garrett, president Pennsylvania School for Teaching Speech to Deaf Children, followed. She claims that if treated from the beginning like normal children, deaf children will grow up independent, useful, and happy, learning readily to understand the lip-language and to articulate well in speech. She decried the natural tendency to over-indulge and render helpless such afflicted children. "The little deaf child should get the same repetition of this natural everyday language thru its eye that the hearing child gets thru its ear." Children so trained are able to enter the public schools and successfully compete with normal children. The same treatment accorded blind children leads to similar beneficent results.

The report of the committee on resolutions followed. One of these was to the effect that the kindergarten should be made a part of the public school system.

Mrs. Martha P. Falconer, Probation Office, Chicago, followed with a most interesting address on the "Practical Benefits of the Juvenile Court Law."

In the evening Mrs. Frederic Schoff, vice-president of the congress, gave a resumé of the provision made by different states for dependent, neglected children, and then the Hon. A. C. Randall told what Michigan had done along these same lines.

Miss Mari Ruef Hofer gave a charming song recital, and then the congress disbanded after singing the National anthem.

At every session of this earnest convention choice music in some form, vocal or instrumental, delighted the vast audience.

One day a lovely drive past beautiful residences and green fields formed a restful diversion, and again a trolley ride afforded entertainment. The Grant Club opened its doors to the press women, and rest-rooms in different buildings proved a great boon.

A kindergarten under the capable direction of Miss Adela Phillips, supervisor of kindergartens, was held daily, and a reception was given by the resident kindergartners to their visiting sisters, among whom were Miss Haven, Mrs. Harris of New York, Daughters of American Revolution and Miss Newton of Chicago.

Des Moines is a beautiful city whose capitol from its fine eminence looks down upon the busy city and the undulating country. Its good citizens did all that was possible to add to its attractions, and gave their guests a right royal welcome. So perfect was their success that we can picture a home-turned visitor asked by a school-child for a synonym for "*hospitality*" absent-mindedly replying, "Des Moines."

## CRITICISM AND CRITERIA.

MARI RUEF HOFER.

**N**OT long ago the writer had opportunity to hear the opinion of a literary critic on children's songs, poems, and stories. He claimed that probably not one-tenth of the material now being put forth would stand the test of ordinary literary criticism, much less the criteria of literary art, i. e., diction, content, composition, and form. He suggested that instead of multiplying instances by slight variations of treatment of the old, well-worn themes of the kindergarten, that a more thoro study and criticism be made of what we have and use daily. He urged that instead of indiscriminately producing, more time be spent in the study of themes, their treatment and development, literary construction, composition, and particularly the relation of language to child thought and expression.

The kindergartner must differ from the critic, in that she values spontaneity and fresh made-to-hand expression, embodying the daily experience, above form and even diction. The breaking away from pedantic abstraction to the living word and deed of the present has been one of the hard-wrought changes from old to new. The freedom of thought, feeling, and expression gained is worth the struggle, tho crudities abound as a result. But the time for the exploitation of an idea passes by, and that for forming standards and permanent values arrives. The child-story and poem and song must be free as is the child to express itself in what form it will, but all that the critic argues for would not be incompatible with this. If the blessed band of kindergarten poets and story writers do occasionally mix their metaphors and abound in superfluous superlatives and indiscreet personifications—these are all faults which training can overcome. Also let us beware of the stereotyped spontaneity of professional kindergartening which we sometimes hear, and the studied childlikeness of speech and diction which abounds in story and story-telling. The study of a theme in its essentials—subject and characteristic qualities—will reveal structure, suitability of form and language and clothing. Good, strong cultured English consists in saying a thing in the best way, and in using the right words in the right place. Until genius is more prevalent it might be well to put the severest tests to the prolific production of child literature.



## HAPPENINGS IN THE KINDERGARTEN FIELD.

**National Educational Association, July 7-13, 1900**—Department of Kindergarten Education. Mme. Marie Kraus-Boelté, New York city, president; Miss Minnie Macfeat, Rock Hill, S. C., vice-president; Miss Evelyn Holmes, Charleston, S. C., secretary.

*Wednesday afternoon, July 11:* 1. President's address, Marie Kraus-Boelté. 2. A Mother's Advice to Kindergartners, Mrs. Clarence E. Meleney, chairman of the mothers' committee, I. K. U., Brooklyn, N. Y. 3. The Need of Kindergartens in the South, Philander P. Claxton, professor of Pedagogy, State Normal and Industrial School, Greensboro, N. C. 4. The Kindergarten Gifts and Occupations and their Educational Value, Miss Harriet Niel, director of the Phebe A. Hearst Kindergarten Training School, Washington, D. C.

*Thursday afternoon, July 12:* 1. Froebel's Mother and Cossetting Songs, with Practical Illustrations, Miss Mary McCulloch, supervisor of public school kindergartens, St. Louis, Mo. 2. The Kindergarten and Primary School in their Relation to the Child and to Each Other, Miss Emma A. Newman, master of Pedagogy, instructor first grade Teachers' Training School, Buffalo, N. Y. 3. The Educational Use of Music for Children under the Age of Seven Years, Miss Mari Ruef Hofer, Chicago, Ill.

Discussions on several of the subjects will take place. Kindergarten exhibits will be in charge of Miss Evelyn Holmes, Director of South Carolina Kindergarten Association Training Classes, Charleston, S. C.

CHARLESTON, May 11, 1900.

TO THE EDITORS OF KINDERGARTEN MAGAZINE:

The Local Kindergarten Organization, N. E. A., sends greeting and an earnest invitation to all kindergarten workers to attend the convention in Charleston in July. Each kindergartner can feel that aside from her own profit she will be helping forward the growth of kindergarten interests in the South and the establishment of closer relations between all parts of our country. A delightful program has been prepared by the president, Madam Maria Kraus-Boelte, which in itself is a great attraction.

Cool sea breezes are guaranteed. There are delightful ocean views. The seaside resorts, Sullivan's Island and the Isle of Palms, are almost a part of the city, and the writer of this letter, herself a Northern woman, assures her readers that Charleston is cooler in July than many Northern cities. Please bear in mind that Charleston houses and halls are adapted to summer weather. It is not the intensity but the long duration of heat that makes a Southern summer. Boarding-places for visiting kindergartners will be secured by the local organization. There will be opportunities for social gatherings, and each kindergartner will be welcomed as a special guest, and will find that Charleston is in line with the spirit of true kindergarten hospitality.

Mrs. W. B. S. Heyward, president South Carolina Kindergarten Association, 45 Smith street, and Miss Sophie G. Rose, corresponding secretary South Carolina Kindergarten Association, 141 Rutledge avenue, will gladly give any information in their power, and they urge kindergartners to communicate with them.

Adding a personal plea that the Northern workers may find it in their hearts to come and help the Southern work still in its struggle for existence, help by the inspiration and enthusiasm of their presence, I remain,

Yours most sincerely,

EVELYN HOLMES,

Sec'y Kindergarten Dept. N. E. A.

"In a recent visit to Erie the work there was in so interesting a mood as to thoroly captivate me. The girls are earnest, the temper of the Association is friendly and of a working character, and Miss Spencer and Miss Buck-

ingham have most ably held their end of the work. There seems every reason to think that the good Erie work should be a center for that region. "Consecrated work always tells."

G. FAIRBANK.

WE are indebted to Mme. Kraus-Bolte for kindly giving to us in abridged form, the address delivered by her at the recent I. K. U. convention in Brooklyn.

The **Kate Baldwin Free Kindergarten**, of Savannah, Ga., has almost closed its first year. It was organized in October last by Mr. George J. Baldwin and Miss Nellie H. Baldwin, of Savannah, and their sister, Mrs. W. I. McCoy, of South Orange, N. J., as a memorial to their mother, whose name it bears. It is situated in Yamacrand, a part of Savannah in which dwells the most destitute of Savannah's population, together with well-to-do artisans, mechanics and small shopkeepers. The kindergarten has enrolled seventy children, the only limit being the size of the building. The work is under the supervision of Miss Martha G. Backus, formerly supervisor of kindergartens in Columbus, Ga., who also directs the training class, at present composed of seven students, Miss Jessie G. Anderson, Miss Katie R. Burroughs, Miss Belle Daniel, Miss Phebe H. Elliott, Miss Ophelia D. Pritchard, and Miss Claribel Spring, of Savannah, and Miss Lydia G. Snowdon, of Way Cross, Ga. That the kindergarten was a real need of the time and place has been proven by the great success of the work, as both the number of children and students almost doubled expectations, and it has proved necessary to extend the work next year by starting two other kindergartens in different parts of the city, another free kindergarten and a pay one, whose object will be to interest the wealthier parents in the work and enlarge it by this method.

In addition to the usual kindergarten work a flourishing garden has been planted, the result of the work there done by the children being vegetables and flowers enough to take home, supplying one family at a time. A large sand pile, given by the city, has been a great source of pleasure to the children in times of free play, and Froebel's idea of pets has been carried out by the care of "Dewey" and "Sampson," two miniature turtles, a bowl of tad-poles, the usual spring cocoons, and by feeding several large stray cats with bread and milk from lunch. This daily lunch of bread and milk has been maintained by outside contributions, as the Baldwin endowment did not include it, and has proved an excellent thing, being breakfast and lunch in some cases. The children's work in outside materials, tin, wood, cardboard, etc., has been unusually good and of a great variety. Mothers' meetings have been held monthly with unusually good attendance, the number averaging eighteen at each meeting. These have been a very beneficial feature of the work, supplying pleasant social intercourse. Readings have been given and kindergarten games played with great enjoyment. By request the last meeting was held in the evening, to which the men of the family could come.

Another sign of vital interest in the kindergarten work was a class of mothers and teachers held by Miss Backus during Lent, at which she explained the general principles of the work. This was a pay class of representative women, which met for twelve regular lessons and closed with an evening meeting open to the public. Over 250 persons have visited the Kate Baldwin Free Kindergarten this winter, among them Mrs. Lucretia W. Treat, of Grand Rapids; Mr. Glenn, Georgia State Commissioner of Education; Mr. Ashmore, superintendent of public schools of Savannah; Miss Burnett, director of kindergartens of Columbus, and others, all of whom cordially endorsed the work. Altogether Savannah is having a real kindergarten revival, and we look to the meeting of the N. E. A. in Charleston to do even more for us. The first thanks, however, are due to the public-spirited citizens who preferred a living and growing monument to one they loved, rather than cold marble or burnished brass. Savannah bids fair to take a foremost place in Georgia in the extent and character of the work, and will prove a large factor in reaching other places in the South.

In **Johnstown, Pa.**, the kindergarten movement has made rapid progress

since its first kindergarten was established in March, 1899. Its Free Kindergarten Association of seventy-five members supports three kindergartens, and there is a training class besides. Mrs. L. P. Wilson of that place writes: "Our school controllers are progressive men; they have furnished two sunny rooms in the public school buildings for our use, the third having been given by the Johnson works—a large concern for the manufacture of street railway tracks. We expect to open two more kindergartens in September, the school board giving very substantial assistance. It may be of interest to the readers of the magazine to know of the work that is being done in our state for the unifying of the public schools and the kindergartens. Our State Kindergarten Association, which held its annual meeting at Johnstown in October, elected Miss Elizabeth Culp, principal of the Pittsburg and Allegheny Free Kindergarten Association Training School, its delegate to the State Teachers' Meeting held at Williamsport, July 3-5. Mrs. L. P. Wilson, supervisor of kindergartens, Johnstown, who is president of the State Kindergarten Association, is also chairman of the Conference on Kindergarten Work, and will speak on "The Vital Element in Primary Education"; Miss Culp will speak on "The Kindergarten Movement"; Miss Mary Adair, of the Philadelphia Normal School, will tell what the kindergarten will do for a child; Miss Elisabeth Taylor, of the State Normal School at Millersville, will also assist in the conference.

THE Chicago Kindergarten Club held its closing meeting of the season on Saturday, May 12, at 2:30 p. m., in the familiar room in the Le Moyne building.

It was announced that three vacation schools will be supported in Chicago this summer. After the transaction of regular business, the program for next year, as proposed by the committee, was read and accepted by the Club. It will have for its subject "Play," taking up the facts of play as shown in fundamental instincts. The *pedagogy* of play will be studied the ensuing year. As suggested by the committee at each meeting, thirty minutes will be given to theory, and another thirty to the practicalities of the topic.

The election of officers resulted in the unanimous choice of Mrs. A. H. Putnam for president; Mrs. Mary B. Page, vice-president; Miss Whitmore, recording secretary; Miss Whitcomb, corresponding secretary; Miss Fairbanks, treasurer. An executive committee was chosen with Miss Allen, Miss Bryan, Miss Payne, Miss Miller, and Miss Harrison as members.

The delegates to the I. K. U. gave their impressions of that convention. The formal announcement that Chicago was to be the next rallying ground for that body was hailed with vigorous applause. The completeness with which every detail of the convention had been planned and executed was remarked, and it was approved for the simplicity of its program, the concentration of the audience, variety of opinions, etc. A reception followed to Miss Bertha Payne, just arrived from foreign parts. She gave a graphic description of schools visited while in England and Germany. From the artistic standpoint, she considers the average German school room recitation as beautiful and complete, but wholly unsuited to the democratic ideals of America. There all is repression and formalism, with no spontaneity. There is more hope for us because we are working, however slowly, from within out. Miss Payne thinks the masculine element a source of strength and thoroughness in the school atmosphere.

Dr. Edmund C. Sanford, professor of psychology at Clark University, will give a course of thirty lectures at the summer school of the University of California this season, his subject being "Psychology from the Standpoint of the Child." These lectures will be of especial value to kindergartners, and it is to be hoped that there will be a gathering of the clans in Berkeley during June and July. Miss Martha Sanford, the sister of the lecturer, studied kindergarten under Kate Douglas Wiggin and was for some years principal of one of the Silver street kindergartens, San Francisco. Miss Millicent Shinn, author of "Notes on the Development of a Child," and "The Biography of a Baby," is a cousin of Dr. Sanford's, so he has a store of contributed material from the above sources, as well as his own observations, to assist him in his lectures.



THE Los Angeles Kindergarten Club is doing very efficient work this year. The officers are: Miss Florence Lawson, president; Miss Anna Junkin, vice-president; Miss Grace Barnes, Secretary; Miss Zeluma Parcell, treasurer; Miss Julia Penfield, corresponding secretary. The board of directors has arranged groups of workers to take charge of the monthly meetings, each group to be under the direction of one of the board. Subjects to be discussed are: "Imitation and Suggestibility of Children," "Dolls," "Plays and Games," "Dramatic Stories," "Imagination, Fancy and Reason," "Child Nature and Folk Lore." At nearly every session there is some work in water color. The club has recently joined the State Federation of Clubs.—(*Condensed from report of secretary, Miss Barnes.*)

DR. EDWARD EVERETT HALE'S idea recently expressed, that every school-room should have a pet animal, has called forth considerable comment. Several Boston teachers are already trying the plan. One teacher in a slum district gained complete control over one of her most unruly pupils by allowing him to bring his dog to school. The animal has become a regular attendant and gives no trouble whatever. In fact the teacher avers that the dog has had an admirable effect upon the behavior of the children. He has his own place beside her desk and is decidedly one of the best behaved inmates of the room.—*School Journal.*

**Thekla Naveau**, whose stories for the children we are translating from the German, was a student at Keilhau in 1853, the year after Froebel's death. Keilhau was then, according to her description, a tiny village of thirty houses surrounded by mountains.

She died in Nordhausen September 10, 1871, being at that time director of the kindergarten institute there. She is described as a woman of most gracious dignity, and was noticeably gifted in power of expression both verbally and in writing. Her interesting journal bore the motto: "Reason, Mankind, and Purpose are the weapons wherewith to shape thy fortunes."

THE committee on literature of the National Congress of Mothers has prepared an excellent list of suggestive books for mothers; also a very comprehensive one for children which is classified and graded according to age. Members of this committee are Mrs. H. H. Birney (chairman), Philadelphia; Miss Mary E. Burt, Miss Amalie Hofer, Dr. Mary Wood-Allen, Dr. Josiah Strong, Mr. F. E. Woodward.

THE Parents' and Teachers' Conference of Albany, N. Y., met February 23-24 for the fifth time. Among the speakers were James L. Hughes, Miss Mary E. McDowell, Mrs. Mary V. Rogers Miller, Mrs. Marion B. B. Langzettel, Dr. Willis G. Tucker, and Mrs. D. O. Mears. A report of the meeting will be contained in the April number of the KINDERGARTEN MAGAZINE.

**Bangor, Me.**, has four public kindergartens. Miss Mary Snow is Superintendent of Schools. There is also one private kindergarten directed by Miss Alice E. Warner. Miss Margaret Morley lectured there for a week recently under the auspices of the Kindergarten Club.

THE committee on education, Mrs. Ogden P. Bourland, chairman, of the National Congress of Mothers, issues a capital little booklet, *Study Outlines for Clubs*, prepared by noted specialists. It will be found very suggestive.

NEWTON A. WELLS, who has just completed the mural decorations for the library for the University of Illinois, has been elected head of the art department of the Chicago Institute, the Blaine Normal School and Academy.

MADAME ADELE VON PORTUGALL, of Naples, will visit Chicago and other American cities in the spring of 1901.







